

13-208C
 LSC: AP-4/10/14
 UWUCC: App-4/22/14
 Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor Dr. Raymond Pavloski (PSYC 410)_____

Department Psychology_____

Email Pavloski@iup.edu_____

Please provide answers to these questions on the next page:

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Approvals:	Signature	Date
Professor (s)	<i>Raymond Pavloski</i>	4/8/14
Department Chair	<i>Paul Pugh</i>	4/8/14
College Dean	<i>Deborah Duff</i>	4/8/14
Director of Liberal Studies	<i>David H. Meyer</i>	4/22/14
UWUCC Co-chair(s)	<i>Gail Sechrist</i>	4/22/14

Received
 APR 21 2014
 Liberal Studies

Received
 APR 8 2014
 Liberal Studies

TYPE II DEPARTMENT COMMITMENT

Professor Dr. Raymond Pavloski_____ Department Psychology_____

1. Include the most recent syllabus for the Type II course.

Attached syllabus for PSYC 410

2. Include a new “Statement Concerning Departmental Responsibility”. The statement of departmental responsibility” explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Multiple instructors within our department teach these courses; therefore, we seek approval as a Type II Department Course. As Department Chair, I hold the responsibility to assure that all writing intensive courses will continuously meet or exceed all requirements. All faculty have followed and will continue to follow the course syllabi and use writing assignments that meet writing intensive criteria. Because writing assignments will be used in assessing student outcomes, syllabi and assignments will be available for review. Therefore, we will know that writing requirements are being met.

Every semester, writing intensive assignments will be assessed by our faculty, with samples of student work collected and documentation included as part of our student outcomes assessment.

CRN: 10600 Days: M, W, F; Time: 1:25-2:15pm

Class Location: Uhler Hall, Room 113

Instructor: Dr. Mark V. Palumbo

Office Phone: (724) 357-2374

Office: Uhler Hall 221

Email: mark.palumbo@iup.edu

Office Hours: Mon: 2:30–5:00pm; Tues: 8:00-11:00am, Wed: 12-1pm, **and by appointment.**

Catalog Description: PSYC 410 Historical Trends in Psychology 3c-0l-3cr

Prerequisites: PSYC 101, junior or senior standing or permission.

A comprehensive overview of historical antecedents of contemporary psychology with an emphasis on their implications for future developments in the field.

COURSE OBJECTIVES

Content Objectives

1. To explore the historical antecedents of contemporary American psychology with particular emphasis on developments in the late 19th and early 20th centuries.
2. To examine the development & continuing influence of the various classic systems and schools of Western psychology.
3. To examine the nature and development of modern psychology as a science, as an applied discipline, and as a social force.
4. To examine the role of psychology in 20th and 21st century American society including its role *vis a vis* public policy.
5. To identify major recurrent issues within psychology's history (e.g., the mind-body "problem," objective vs. subjective reality, etc.) and to examine historical and contemporary thought about those issues.
6. To examine the historical and contemporary influences of the concepts of evolution and adaptation on the development of American psychology.
7. To explore the historical and contemporary relationship of psychology to issues of diversity.
8. To understand the methods, challenges, and limitations of historiography.

General Objectives

1. To develop a more mature, sophisticated sense of one's own "theory" of psychology and of one's identity" as a psychologist.
2. To develop an appreciation for the importance of socio-historical context.
3. To develop a sensitivity to pluralistic perspectives.
4. To develop understanding and skill in the presentation and analysis of formal arguments.
5. To develop more advanced skills in thinking, reading, writing, and speaking as an educated person and as a professional in the field of psychology.

REQUIRED TEXT:

Goodwin, C. J. (2008). *A History of Modern Psychology (3e)*. Somerset, NJ: John Wiley.

ADDITIONAL INTERNET RESOURCE:

<http://psychclassics.asu.edu/> - This website contains a number of original readings in the history of psychology which will serve as valuable background, e.g., Goddard's 1913 book on the Kallikak family, early work by Kenneth and Mamie Phipps Clark, Leta Stetter Hollingworth's work on the psychology of women. This is an excellent resource for locating information, sources for presentations/papers. Browsing on your own is recommended highly!

Course Policies and Procedures

ACADEMIC INTEGRITY: All University procedures regarding academic integrity will be followed.

Remember: Academic integrity is more than plagiarism, and plagiarism is more than just the failure to

acknowledge sources for direct quotations, e.g., it includes copying someone else’s material – or letting someone else copy your material, presenting ideas as your own which are not your own, etc. If you have any questions about what might be inappropriate, ask.

EVALUATION: Grades will be based on the total number of points amassed during the semester in accordance with the following levels of proficiency:

A = 90%, B = 80%, C = 70%, D = 60% and F = below 60%.

Evaluative instruments will include in-class exams and a research project+, which includes an in-class “mini-lecture” presentation, several written assignments, and a written final paper.

Note: Material from the “mini-lectures” will be included on exams. Quizzes and structured class discussions are possible.

+Research Project: For this assignment, you will complete a project which will involve research on a person/topic of historical interest (e.g., the mind cure movement of the 19th century). You must use a minimum of **5 academic references** for your research project. [i.e, you must cite refereed journals, books, and up to one textbook (maximum), including the text used in this course.] Each student will be required to give an 8-10 minute written mini-lecture (powerpoint presentation) on your selected topic and to prepare & provide a two page (maximum) summary sentence outline for the other students in the class. The summary is to be fully cited and references count in the two-page limit. You will provide and distribute summaries to all classmates at the time of your presentation in class.

You will also submit a written analysis of the historical and contemporary significance of your topic. More specifically, you will be required to submit a 4-5 page paper on this person (not including title page and reference list), which includes an analysis of the **historical AND contemporary significance** of your person/topic.

Each individual portion (project) of this paper is due at the beginning of class on the day designated below (in the Course Outline).

In Class Exams

(@20 X7 =)

Writing Assignments:

In-class Presentation

Presentation (8-10 min)

Presentation Summary

Presentation Paper

Reference List

Introductory Paragraph

Background

Contributions/Developments &

Hist. & Contemp.

Significance

Conclusion Paragraph

Final Paper

FINAL EXAM

Total Points Possible

Exams	Writing
140	
20	20
	15
	15
	20
	20
	30
	30
	50
<u>40</u>	
200	200
50%	50%

MAKE-UP EXAMINATION POLICY: Make-up examinations will be given **ONLY IF** the student provides the “appropriate” documentation for the absence, as determined by your instructor.

Appropriate documentation includes: OFFICIAL receipt from Medical Services provider; OFFICIAL University excuse for absence due to team sports, academic/professional conference attendance; attendance at other official, University-sponsored activities, etc.

All Make-up Exams **must** be completed by the end of my office hours on the Tuesday immediately following the original exam date only.

Therefore, if there is an official break in the IUP University calendar for the week immediately following an exam (e.g., Thanksgiving Break), the University will be closed during that break. Thus, you will not be able to be here during the week immediately following the exam.

Therefore, there will be **no make-up available for that Exam**.

Also, there will be **no make-up for the Final Exam**.

Directions for scheduling/completing a make-up exam are as follows:

1. Refer to the above Make-up Examination Policy to ensure that your situation meets the guidelines.
2. Choose the time frame that best fits your schedule.
3. Contact me via email to inform me of the time in which you intend to complete your make-up.
4. Come to my office during your chosen time to complete your make-up exam.

Remember, Make-up exams require “appropriate documentation” as described above.

ATTENDANCE: Attendance is expected and will be recorded. The full benefit of the course including interactions with your peers can only be achieved if you are in attendance. **Moreover**, absence from class is not an acceptable excuse for the failure to know what is going on. You are responsible for all information, assignments, materials, awareness of schedule changes, etc., even if you miss class. Contact a responsible classmate or the instructor to determine what you missed.

CLASS PREPARATION: All students are expected to come prepared for class. Only then will you be able to take part in class discussions and be prepared to ask questions about content issues that you may not understand completely. Therefore, you should complete each reading assignment **BEFORE** coming to the class session for which it is assigned.

CLASS PARTICIPATION: is expected. In some cases, that participation will be formally structured, i.e., you will be given questions or issues to consider with the intent that those issues will be generally discussed in class or that you will lead such a discussion. Participation can be more informal, i.e., spontaneously generating questions or discussion. Please note that class participation will not simply be a matter of spontaneous, voluntary responses, i.e., you may be directly called upon to respond. Note as well that exemplary class participation is the only deciding factor in raising a marginal grade.

COMMUNICATION: IUP email is the only official form of communication used here at the University ...and it is the best way to contact me.

Please use proper grammar, sentence structure, and paragraph structure in all email messages. I believe that it’s important to stay in constant communication with you and address any and all of your concerns. Therefore, I check my email several times each day.

ACCOMMODATIONS: If you require special accommodations for class or evaluation procedures, please contact me.

General Instructions for Written Projects: All papers must be typed, double-spaced throughout, using a standard 12 pt. font. Your writing is to adhere to the rules of standard written English, to specific APA citation and reference format, and broadly to APA format*, e.g., 1” margins all around. Papers which deviate *significantly* from these rules will be returned as Unacceptable and your score will be a zero (0). A lesser penalty will be assessed for papers which display less significant violations, e.g., papers which are not carefully proofread after being spell- and grammar-checked. Please remember that a correctly spelled word may not be the correct word for the sentence.

*APA format can be found in the most current edition of the *APA Publication Manual*. Although summaries of APA format are also available from numerous websites, I DO NOT RECOMMEND using these websites, as many contain errors.

Points will be deducted for all errors in each of the following three categories:

1. **APA FORMAT** – Errors include, but are not limited to: improper citations; incorrect headers, font errors, spacing errors, pagination errors, etc.
2. **WRITING** - Includes, but is not limited to: incorrect/incomplete sentences, sentence fragments; improper word choice; incorrect grammar, spelling, capitalization, and punctuation, etc.
3. **CONTENT** – This refers to the quality of the information that you provide. Is the information ACCURATE? Is it COMPLETE? Is your meaning CLEAR?

Additional Information Regarding the WRITING - INTENSIVE Aspect of the Course:

To satisfy the “Writing-Intensive” (W01) requirement of this course, all students will prepare and submit portions of a research project at different designated times throughout the semester. You will receive comments for each submitted portion/project, and you will have an opportunity to incorporate those comments into your final paper. This rewrite will offer you an opportunity to revise (and improve) your writing for your submission of your final paper, based upon the comments received on the original portion(s).

Therefore, you must include all previous drafts (with instructor comments) with your final paper. Five (5) points will be deducted from your final paper score for each previous draft section that is not included with your final paper. Each previous section must be stapled, in the order of the original submission, to the back of your final paper.

Additional details for each portion/project assignment will be discussed in class.

Due Dates: Projects are due at the **beginning** of class (**ONLY**) on the date specified for their submission. If you come to class late on the day an assignment is due, your assignment is late.

I do not accept late assignments.

If you miss the class on the day your assignment is due, your paper will not be accepted. If you know you will be out of class due to an official university activity on the day an assignment is due, you should submit your assignments early.

COURSE OUTLINE

WEEK	DAY, DATE	TOPIC	READINGS/ASSIGNMENTS
1	Mon, Aug. 26 th	Overview/Purpose	/Receive Topic Choice Sheet
	Wed, 8/28	The Study of History – Old and New; Recurrent Themes	Goodwin, Ch1: Introducing Psychology’s History; /Submit topic Choice Sheet
	Fri, 8/30	"	
2	*** Mon, 9/2 ***	LABOR DAY	NO CLASSES
	W, 9/4	“The Long Past” – Pharaohs, Physicians, Philosophers, and Priests	Goodwin, Ch2: The Philosophical Context
	F, 9/6	Exam 1	
3	M, 9/9	Philosophical Antecedents: The <u>Mind Route</u> to Modern Psychology	
	W, 9/11	The Renaissance; The Mind-Body Problem; British Empiricism & Associationism;	/Reference List Due
	F, 9/13	The Logic of the Moral Sciences; Responses and Extensions: Common Sense, Materialism, Positivism, Rationalism	
4	M, 9/16	Physiology and Psychophysics: The <u>Body Route</u> to Modern Psychology; Sensation and the Brain; Pre-scientific Applied Psychology: Beady Eyes, Strong Chins, & Bumpy Heads; Psychophysics:	Goodwin, Ch3: The Physiological Context: Early Research on the Nervous System
	W, 9/18	"	/Introductory Paragraph Due
	F, 9/20	"	
5	Monday, 9/23	Exam 2 [The Founding of Modern Psychology: The Era of Systems/Schools] Wundt and Voluntarism Independent German Experimentalists; Act Psychology	Goodwin, Ch4
	W, 9/25	"	
	F, 9/27	"	
6	M, 9/30	Evolution and the Psychology of Adaptation; Comparative Psychology; Individual Differences - Intelligence	Goodwin, Ch5
	W, 10/2	"	/Background Due
	F, 10/4	Exam 3	
7	M, 10/7	William James & Pragmatism; G. Stanley Hall and the Professionalization of Psychology	Goodwin, Ch6
	W, 10/9	"	
	F, 10/11	"	
8	M, 10/14	Structuralism and Functionalism; The Progressive Era; Introspection and Psychology	Goodwin, Ch7

