

**History and Systems of Psychology - PSYC 306**  
**Summer 2018**

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**Textbook and Required Materials:**

Goodwin, C. J. (2016). A history of modern psychology (5<sup>th</sup> edition). Hoboken, NJ: Wiley.

**Assigned Readings:**

These will be provided on Scholar.

**Catalog Description:**

**PSYC 306. History and Systems of Psychology (3-3-0)** This course will present the philosophical, medical, physiological and anthropological antecedents of psychological science. Additionally, the pertinence of scientific inquiry to psychology will be given special emphasis. The history and distinguishing characteristics of the major systems in psychology or “schools of thought” will be presented. Varieties of contemporary psychological theory will be discussed in terms of the individuals who have been instrumental in developing them; newer aspects of these theories will be presented in light of their historical development.

**Course Objectives:**

1. To understand how developments in philosophy and physiology have influenced developments in science psychology.
2. To understand why scientific inquiry is important to the field and practice of science and psychology.
3. To distinguish between and be able to describe the major systems in psychology.
4. To become familiar with historical figures in psychology and how their work has influenced modern psychology.
5. To examine the ways in which world views (religious, political, moral, and psychological) shape views of humans and psychology.

**Course Requirements:**

**Physical Demands of Course:** Students and faculty will walk to many sites in urban areas. This often amounts to 10 – 12 miles per day. In addition, some of the older hotels that the class stays in do not have elevators. Students and faculty may be required to climb as many as four flights of stairs. Some heat tolerance is necessary because many sites, restaurants, and hotels do not have air conditioning.

**Quizzes** – Quizzes will be short answer given on Scholar. There will be one for each chapter covered.

**Chapter Activities** – Assignments that should help you better understand, practice, or apply the material in a particular chapter. These are generally not very long.

**Short Papers** – Three short papers of 2 - 4 pages on four different topics will be required. These papers are to be typed using a 12 font and double-spaced with one inch margins. Example topics may include:

1. Aristotle and Plato: Ideas that influenced the explanation of human behavior.
2. How the history of Germany has shaped its culture, science, and its people.

Actual topics will be posted on Scholar.

**Trip Journal** – You will record the different sites that are visited, what you saw, what interested you most, and note the historical significance for psychology of each in a daily journal. In addition, you will discuss what you learned at each site. This will help you assimilate the different aspects of each site and the particular areas of the course that each site may be pertinent. The trip journals will be subject to review by the professors at any time during the trip. It should always be up-to-date!

**Museum Activities** - Each museum will have an activity that is to be started and/or completed at the museum. The museum activities should be labelled and written in the daily journal on a separate page.

**PowerPoint Presentation** – Each student will develop a 3 to 5 slide PowerPoint presentation about one of the sites related to the history of psychology that was visited while in Europe. The slide show should include pictures of the site, information about the site, what can be learned from the site about psychology, and how the site relates to psychology. The presentations may be posted on Scholar for all students to view.

**PowerPoint Lesson (Mini-lecture)** – You will get to choose from a list of topics. The topics will be announced through Scholar and listed in a Google doc. Put your name beside the topic you want.

You will prepare a one-page handout that includes an outline of the material in your lesson and PowerPoint slides that provide the information in the lesson. Your lesson should include at least two sources (one can be your textbook). The sources should be reliable.

**Final paper** – A summary of what was learned and how study abroad affected your experience of learning the material.

### **Readings:**

Several chapters and papers will be read before we leave for Europe. Please review or read the assignments **before** the class in which they are to be discussed. Make note of any questions you may have or items about which you need clarification. If these are not answered in the lecture or site visit, then be sure to ask your questions during or after class.

### **Course Grading:**

Grades are based upon mastery of the material assigned as part of this course. Mastery is measured by your performance on exams, projects, exercises, and homework. Instructors do not grade your effort, only the product of that effort.

### Before Trip

- 28% Complete the quizzes
- 8% Prepare and submit the PowerPoint lecture
- 8% Do any chapter activities posted on Scholar

### During the Trip

- 12% Keep the journal up to date
- 5% Do the museum activities
- 15% Participate in all activities

### After the Trip

- 20% Submit the short papers (4)
- 4% Prepare and submit the PowerPoint site slides

### **Grading Scale:**

Points Percentages		Points Percentages	
A	= (92.51 and above)		
A -	= (89.51 to 92.50)	D+	= (66.51 to 69.50)
B+	= (86.51 to 89.50)	D	= (62.51 to 66.50)
B	= (82.51 to 86.50)	D-	= (59.50 to 62.50)
B-	= (79.51 to 82.50)	F	= (59.49 and below)
C+	= (76.51 to 79.50)		
C	= (72.51 to 76.50)		
C-	= (69.51 to 72.50)		

**Note:** The cutoff points for each letter grade are firm. Letter grades will not be rounded up.

### **Honor Code:**

Any misconduct in terms of cheating or plagiarism will be dealt with as outlined in the student handbook. The *University Handbook* states that an academic violation of the Honor Code is a direct offense to the faculty member and to the members of the class in which the violation occurred. In addition, it is an affront to the institutional values and purpose of Christopher Newport University.

### **Disabilities:**

In order for a student to receive an accommodation for a disability, that disability must be on record in the Dean of Students' Office, 3<sup>rd</sup> Floor, David Student Union (DSU). If you believe that you have a disability, please contact Dr. Kevin Hughes, Dean of Students (594-7160) to discuss your needs. Dean Hughes will provide you with the necessary documentation to give to your professors.

Students with documented disabilities are required to notify the instructor no later than the first day on which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.