

Attention!

This is a *representative* syllabus.

The syllabus for the course when you enroll may be *different*.

Use the syllabus provided by *your* instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!

SYLLABUS: PSYCHOLOGY 5505

History of Psychology
Spring 2021

COURSE OVERVIEW

Instructor

Course Details

Class Meetings:

Location: Unknown at time of proposal

Course description

Understanding the history of a field is an unparalleled way to understand its contemporary state. This course will introduce students to major historical figures and historically important systems of thought within psychology. We will examine the historical contexts of the field of psychology from its philosophical antecedents to its present status as a science and profession. We will examine the forces and theories shaping psychological methods of investigation, society's relationship to the mentally ill, and key historical and social events that shaped the field. In addition, we will explore some of the numerous published and unpublished sources of historical material in psychology.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Discuss the historical development of psychology in the context of world historical and social events
- Explain the historical origins of contemporary movements in psychology
- Appraise the careers and contributions of major historical figures in psychology
- Evaluate their own place in the field through the lens of history

HOW THIS COURSE WORKS

Mode of delivery: This is a lecture-based course that will include opportunities for discussion and some small-group work. Videos and audio recordings will be used to stimulate interest and discussion.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and class activities in the classroom setting) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C for undergrads; B for grads) average.

Attendance and participation requirements:

- It is expected that you attend class meetings. Activities that are done in class are only available during class meetings.
- Slides from the day's topic will be available on Carmen.
- Videos shown in class are available on You Tube.
- Transcripts of audio materials will be distributed.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Hothersall, D. & Lovett (2021) *History of Psychology* (5th Edition). Cambridge Univ Press
- This book in either a published or pre-publication version will be available through the OSU Bookstore

HELPFUL RESOURCES (NOT REQUIRED) AVAILABLE THROUGH THE LIBRARY SYSTEM

- Boring, E. G. *A history of experimental psychology*.
 - The history of experimental psychology written from a Tichenerian viewpoint. Generations of students have been unable to resist a pun in describing their reactions to the book, but nevertheless, it is often described as a classic.
- Fancher, R. E. *Pioneers of psychology*.
 - Excellent biographical descriptions of important psychologists by one of the best writers among psychology historians.
- Hearst, E. *The first century of experimental psychology*.
 - Chapters on the history of experimental psychology by distinguished experimental psychologists.
- Hilgard, E. R. *Psychology in America: A historical survey*.
 - A comprehensive review of the historical development of American psychology written by one of this country's most distinguished psychologists.
- Karier, C. J. *Scientists of the mind*.
 - A demanding and at times difficult book, but well worth the effort.
- Kazdin, A. E. *Encyclopedia of psychology*.
 - A synthesis of classic and contemporary knowledge of psychology developed by APA and Oxford University Press.
- Keller, F. *The definition of psychology*.
 - A good, if brief, history of psychology. Could easily be read in a couple of hours.
- Robinson, D. N. *An intellectual history of psychology*.
 - Just as the title suggests, a sophisticated intellectual history of psychology, written by a Jesuit scholar.
- Wade, N. *Psychologists in word and image*.
 - Intriguing portraits of psychologists.
- Watson, R. *The great psychologists from Aristotle to Freud*.
 - Robert Watson was in many ways the founder of the study of the history of psychology. This book is an excellent presentation of his views.
- Wozniak, R. H. *Classics in psychology, 1855-1914*.
 - Classic papers with introductory comments.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

REQUIRED SOFTWARE

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

- **Tophat:** All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated - UNDERGRADUATES

ASSIGNMENT CATEGORY	PERCENTAGE
Midterm Exam (mostly objective and short essays)	35
Comprehensive Final Exam (same format)	55
Genealogy assignment	10
Total	100

How your grade is calculated – GRADUATE STUDENTS

ASSIGNMENT CATEGORY	PERCENTAGE
---------------------	------------

Midterm Exam (identification completion items and essays)	35
Comprehensive Final Exam (same format format)	55
Genealogy Assignment	10
Total	100

See course schedule below for due dates.

EXAMS

- **Undergraduates will take exams that are primarily comprised of objective items with 1-2 short answer/essay questions**
- **Graduate student exams will be identifications, short and long essays.**
- **The final exam will be comprehensive.**
- **Detailed outlines of the content and format of the exams will be distributed in class one week before the examinations.**

GENEALOGY ASSIGNMENT

- **Each student will research their own psychology genealogy. Detailed instructions will be distributed in class. Genealogies will be submitted for review and grading.**

GENEALOGY PRESENTATION (GRADS ONLY)

- In addition to completing the genealogy paper, selected graduate students will present their genealogy to the class. Due to time constraints not all genealogies will be presented. However, all graduate students should prepare a presentation. Graduate students with the same advisor are encouraged to make joint presentations. Nominations for presentations will be made by the instructor and members of the class.

IN-CLASS ACTIVITIES/DISCUSSION

- These will occur during class meetings only and will be related to the topic of the day, you will usually need access to Carmen and/or Tophat to complete these activities

Late assignments, Make-Ups, and Extra Credit

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

Grade	%	Grade	%	Grade	%	Grade	%
		B+	87-89.9	C+	77-79.9	D+	67-69.9
A	93-100	B	83-86.9	C	73-76.9	D	60-66.9
A-	90-92.9	B-	80-82.9	C-	70-72.9	E	Below 60

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For all assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university (i.e., weekdays).**

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into Carmen, when applicable.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes some opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or

assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting CCS.OSU.EDU or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at SUICIDEPREVENTIONLIFELINE.ORG

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/11-1/15/21	<p>Day 1: Welcome to course; Course expectations; Intro to content. Different approaches to the history of psychology Preface and Introduction.</p> <p>*Page assignments will be made once the text is published.</p> <p>Day 2: Renaissance Science - Development of the scientific method. Chapter 1</p>
2	1/18-1/22/21	<p>Day 1: MLK Jr DAY - NO CLASS</p> <p>Day 1: Selected nativist and empiricist philosophers - Chapter 1</p>
3	1/25-1/29/21	<p>Day 2: Selected nativist and empiricist philosophers - Chapter 1</p> <p>Day 1: 18th & 19th century studies of sensory physiology - Chapter 2,</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
4	2/1-2/5/21	<p>Days 1 & Day 2</p> <p>Origins of Neuroscience</p> <p>READING</p> <p>Berntson & Hothersall (2020)</p>
5	2/8-2/12/21	<p>Day 1: Wilhelm Wundt and the founding of Psychology - Chapter 3</p> <p>Day 2: The new structural psychology in America, Titchener & Munsterberg - Chapter 4</p>
6	2/15-2/19/21	<p>Days 1 & 2: 19th century German Cognitive Psychology - Chapter 5</p>
7	2/22-2/26/21	<p>Day 1:</p> <p>Gestalt psychology in Germany - Chapter 6</p> <p>Day 2</p> <p>Gestalt Psychology in the United States - Chapter 6</p>
8	3/1-3/5/21	<p>Day 1: Midterm Review</p> <p>Day 2: MIDTERM EXAM IN CLASS</p>
9	3/8-3/12/21	<p>Days 1 & 2: Galton & the Darwinian legacy in psychology</p> <p>DISCUSSION: Should Darwin be considered the true founder of psychology?</p> <p>Chapter 8</p>
BRK	3/15-3/19/21	SPRING BREAK, NO CLASSES
10	3/22-3/26/21	<p>Days 1 & 2: American Functionalism: Cattell, James, Hall, Thorndike - Chapters 9 & 10</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
11	3/29-4/2/21	<p>Day 1: An illustrated history of the department of psychology at The Ohio State University and its place within American psychology</p> <p>Day 2: Development, uses, and abuses of intelligence tests - Chapter 11</p>
12	4/5-4/9/21	<p>Day 1: Development, uses, and abuses of intelligence tests - Chapter 11</p> <p>Day 2: Watson's Behaviorist manifesto, neobehaviorists, Skinner - Chapter 12</p>
13	4/12-4/16/21	<p>Day 1: GENEALOGIES DUE</p> <p>Historical origins and importance of contemporary cognitive psychology - Chapter 13</p> <p>Day 2: Mental illness, custody, diagnosis and treatment</p> <p>Great and desperate cures - Chapter 8</p>
14	4/19-4/23/21	<p>Day 1: CLASS PRESENTATIONS OF GENEALOGIES</p> <p>Day 2: Life & Contributions of Freud: An Illustrated lecture</p> <p>including archival materials from Freud's clinic in Vienna and home in London</p>
EX	4/26 & Exams	<p>COMPREHENSIVE FINAL EXAM AT REGISTRAR'S ASSIGNED TIME/DAY</p>

*** PAGE ASSIGNMENTS WILL BE MADE ONCE THE TEXT IS PUBLISHED**

LCB/4/11/2020

DH/4/11/2020

