

PSYC 490-2018
History of Psychology: European Influences

Course Philosophy

Welcome to PSYC 395/490. We are pleased that you have joined us for what we believe will be the best course you will take during your UWSP career. Given our American perspective, we often constrain our understanding of psychology to that with which we are familiar. In an effort to step out of our comfort zone, this course attempts to bring you experiential opportunities to further understand psychology through a different perspective, that of our Western European psychologists. Interestingly, although we tend to view psychology through American eyes, I suspect the one psychologist that most of you can name is Freud—a European. This course attempts to broaden your understanding of psychology by understanding the roots of psychology as it began in Europe, while also broadening your understanding of non-American cultures.

PSYC 395/490 uses a historical perspective that focuses on the European influences of Psychology, while also looking at social influences that have shaped the world we know. The course will look at the various early psychologists and theorists (Wundt, Freud, Jung, Piaget, Frankl, etc.) who were influential in the various fields of psychology. The course provides a sound historical perspective of psychological influence by exposing the student to both the written word supplemented by actual visitation to the many laboratories, universities, birthplaces, and museums in Europe that emphasize the various methods that psychologists use to study behavior within the context of the scientific method. Additionally, students will experience and examine the psychological aspects of human behavior and cognition that led to such world events as World War II and its associated atrocities.

Due to the nature of this course, you will need to read much of the required readings before you depart for Europe. Additionally, the final version of the first paper (typed) will be submitted by May 2. The second paper will be due within three weeks upon return from the trip.

Course Materials

Benjafield, J. G. (2005). A history of psychology. (2nd ed.). Oxford: Oxford University Press.

Benjamin, L. T., Jr. (2006). A history of psychology in letters (2nd ed.). Malden, MA: Blackwell Publishing

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PSYC 490 Goals

By the time you finish this course, you will be able to:

- *Understand* why and how the beginning of psychology was strongly influence by Europeans.
- *Apply* basic psychological historical concepts and understanding to each European visit.

- *Apply* the psychological knowledge of how different European cultures greatly impacted our study of psychology.
- *Apply* psychological knowledge in explaining social influence theory for the outbreak of and conduct of World War II and its psychological effects throughout Europe
- *Write* thoughtful, analytical, and cohesive papers concerning the field of psychology using APA format.
- *Write* effective reflections concerning the various European visitation sites and their psychological connection.
- *Describe* and *summarize* the questions asked and methods used to investigate problems in psychological areas of interest (perception, cognition, psychophysics, attention, memory, developments, etc.).

Course Structure and Policies

Unrestricted Joint Effort: For any assignment presented in this course, you may work with anyone and use any outside sources. However, the final product must reflect your own work and ideas. **Any exceptions must be duly noted through proper documentation techniques.** I strongly encourage the use of fellow students as editors and reviewers of papers prior to your submittal for grade.

Late turn-in policy: The policy for this unlikely event will be a 10% reduction in your score for each day the paper is late. A lab, paper, or project is due on the date noted in the syllabus and is considered late after that time. Any exceptional circumstances that may result in an unforeseen late submission (e.g., hospitalization, emergency) will be worked out (in advance when possible) with your instructor.

Course Evaluation

Students will have many opportunities to practice the writing skills they develop in the course. The course is comprised of 1000 points. The course has two written papers with a presentation (PSYC 490) or on written paper with presentation and final essay examination (PSYC 395), a journal with multiple evaluations, and classroom attendance/participation points. The written projects and the course presentation are site-oriented and will afford students the opportunity to present their knowledge of each tour site.

Classroom Attendance, Citizenship, & Participation (CAP) Points (300 points-30%): CAP points account for 30% of a student's grade in the course. These points are awarded at the end of the trip based on how well and how often a student participates in the class, on tour, or provides items of interest (e.g., articles, cartoons) to the instructor that can assist in another student's learning. Should students fail to participate in class and on the tours, they can expect to receive no better than 65 of 100 points. Active oral participation is essential to do well in this portion of the grading. You can also expect to be downgraded in this area for being late or absent from required tour events, disrespectful towards others on the trip, or for disciplinary issues. As members of this class, we are official representatives of the University of Wisconsin-Stevens Point, the State of Wisconsin and the United States of America. Accordingly, your actions and attitudes are important for this class's success.

Written Assignments

Written assignments will be typewritten and abide by the rules of APA format as outlined in the APA Manual. Additionally, I will review rough drafts, if I receive the rough drafts **at least two weeks** prior to the due date. This lead-time will help ensure students are not waiting until the last minute, while providing me the time to provide essential feedback so students can revise their paper prior to the due date. This policy encourages a quality product by the students and also capitalizes on the educational practice of feedback incorporation.

Daily Journal (250 points-25%): All students will keep a journal of their foreign experience. This journal will be a source of great pleasure and satisfaction for many years to come. Specifically, your journal will provide much insight to your understanding of psychology's European roots, as well as your understanding of the different cultures. Your journal should record not only activities ("Today we visited a Cultural Center"), but more importantly your reflections and observations about those activities and experiences. You need to make direct ties to the psychological issues that that particular tour site represents. This journal provides an excellent way to sharpen your powers of observation and analysis, "fine-tuning" your mind as well as your eye. Your journal will, to be sure, record an often-haphazard series of observations and reflection, (e.g., raw material and a source of future reflection). I will collect journals at least three times during the trip only to see that you have actually done them. I will scan them quickly to ensure daily entries and only read one designated passage each time. You select the passage, remembering that you will receive a grade based on insight, psychological knowledge, and writing skills.

Tour Site Exposition and Presentation (300 points-30%): Your group will report on a specific Tour Site. Your group will orient the UWSP team to the history, psychological importance, and impact that the individual had/has on psychology. Not only should you find **useful** information, but you must also find an **interesting** way to present it. You will present your findings prior to site visitation as we ramble through Europe. All members must talk equally during the presentation. Your group may supplement your presentation with music and film, as appropriate. At a minimum, you should definitely provide PowerPoint handouts for your colleagues. Each student will receive a grade based on the **thoroughness** of the material and the **smoothness** of your presentation. In addition to the oral report, a separate **bibliography containing at least 5 works** used in the preparation of the report will also be provided. Books, brochures, internet sources, interviews with natives of the city/country are all acceptable. I am open to your suggestions.

Sign-up will be first-come first-serve for teams (2-person) and for each tour site, with Dr Rueb assigning the remaining individuals at least one month prior to departure. Other sites and things to see in the area would also be appropriate and aid your classmates during their other-hours' jaunts and should be in an additional brochure. The first paper is due **by 4 pm, May 2**. Each student may resubmit his/her paper for grade by incorporating the comments provided by the instructor. You may pick up your first graded paper on **May 7**. This second submittal (with the first graded paper attached) is due prior to **4 pm, May 11**. The final grade will be the average of

the two grades for the paper. Ensure to incorporate content issues raised by the instructor to ensure maximum score on the resubmittal.

The paper will a **maximum of two pages, with 1-inch margins**. Furthermore, the typewritten paper should be in **Times New Roman font, size 12**. The paper must include a title page, reference page and an appendix with your initial attempt at a brochure.

Your group can and should use these papers to present your project while on tour. At a minimum, student presentations should provide usable PowerPoint (or equivalent) handouts for students to optimize their learning at each tour site. Given the nature and to increase the enjoyment of the course while on tour, each student will complete this project prior to departure. This approach will require extensive teamwork and coordination on each student's part, but will pay off handsomely as you enjoy the European tour and experience the richness of its culture.

Comparison of Psychologists Paper (150 points-15%) (PSYC 490)

The comparison paper will be due **15 days (June 28, 2018)** after returning from the course tour. Submit the papers electronically as a word document. This paper will require the student to choose two different psychologists, discussed on the tour, and then explain their impact on psychology. (The psychologists cannot be ones who were part of your tour site exposition paper.) The paper should explain what the psychologists' focuses were, the similarities and differences between the two chosen psychologists and then a conclusion as to which, in your opinion, contributed more to the field. You must support your opinion with solid reasoning and factual data as appropriate. Due to time constraints, this paper may not be resubmitted for an additional grade, so be very conscientious.

The paper will a **maximum of three pages, with 1-inch margins**. Furthermore, the typewritten paper should be in **Times New Roman font, size 12**. The paper must include a title page, reference page and any appendices deemed appropriate.

PSYC 395 Final Exam (150 points-15%) Non-capstone majors and non-majors

The final will consist of four essay questions, from which the student will select three to answer. The final will be one hour in length on the day before departure back to the States. The essay will be questions that will be directly related to the visitation sites. Students may use any available books or notes that they have to answer the question. The students will receive a grade based on the logic, reasoning and support that they provide for each answer. The handwritten answer must be legible and should not exceed one page in length.

Course Summary:

CAP Points	300
Journal	250
Tour Site Exposition and Presentation	300
<u>Final examination (PSYC 395) or</u> <u>Comparison of Psychologists paper (PSYC 490)</u>	150
Total	1000

THE MEANING OF GRADES IN PSYC 395/PSYC 490

Since scores on papers and examinations reflect the student's ability, instructor's grading tendencies, and the difficulty of the test, a contract grade schedule for this course would be inappropriate. Therefore, this course will not use a rigid contract for converting percentages to letter grades. However, the course will use the following guidelines to assign points on essays and projects. Although final grade cuts may be associated with lower percentages, these guidelines represent guaranteed grades for achieving these percentage levels. For example:

A	95-100	B+	88 – 89.99	C+	78 – 81.99	D+	67 – 70.99
A-	91-93.99	B	84 – 86.99	C	74 – 77.99	D	64 – 66.99
		B-	82 – 83.99	C-	71 – 73.99	F	Below 64

The most important question remains: What do these grades/percentages mean in terms of academic performance?

The "A" project - Work is clearly an outstanding example of the best effort give. I would be willing to take this project to my boss and have her read it, as is, and defend it as meeting or exceeding the highest academic standards established for undergraduate education. This project, with minor modifications, would be *suitable* for publication in a scholarly journal.

The "B" project - Work is of superior quality. With relatively minor changes, this project has the potential for becoming an "A" project.

The "C" project - Work satisfies the bare minimum technical requirements for the assignment. Without major revisions, this could never become an "A" project.

The "C- and below" project - The project fails to satisfy the minimum requirements for the assignment.

For purposes of a writing emphasis course, these grades translate into the following criteria:

1. Normally, an "Average" (C) paper should meet the following standards:
 - a. Conform to the basic requirements of the assignment, and address all relevant questions.
 - b. Exhibit sound organization: a clear purpose adequately supported by easily identified main ideas.
 - c. Be intellectually sound in developing a strong thesis, using argument strategies appropriate to the writing.
 - d. Conform to APA guidelines regarding word choice, sentence construction, and format.
 - e. Submitted on the date assigned.
2. The "Better Than Average" (B) paper should meet the foregoing tests and also:
 - a. Contain elements of vividness and special interest in its style.
 - b. Be of more than average stimulative quality in challenging the reader to think or in arousing depth of response.
 - c. Demonstrate skill in understanding unusually difficult concepts or processes or in winning agreement from readers initially inclined to disagree with the writer's purpose.
3. The "Superior" (A) paper not only meets the foregoing standards, but also:
 - a. Constitutes a genuinely individual contribution by the writer.
 - b. Achieves a variety and flexibility of mood and manner suited to the presentation.

PSYC 490 Summer 2018 Schedule

May	Location	Topic	Significance/Purpose
23	<i>Chicago Ohare</i>	Departure from Chicago	To learn and to grow
24	Arrive Frankfurt		Transfer to Leipzig Coach
24	To Leipzig		Monument to the Battle of Nations
25	Leipzig	Wundt – The Beginning Fechner – Psychophysics Muller – Illusions	Wundt Lab
26	To Prague		
27		Existentialism	Kafka Museum
28	To Vienna		
129	Vienna	Freud – Psychoanalysis	Vienna- Freud Museum
30	Vienna	Frankl – Personality & the Search for Meaning Adler -Personality	Vienna Neurologic Policlinic
31	To Munich		
Jun 1	<i>Munich</i>	Social Psychology-Social Influence Industrial Psychology Issues	Olympiad BMW
2	<i>Munich</i>	Hitler's beginnings	HoffBrau Haus Dachau Concentration Camp
3	To Zurich		Switzerland
4	<i>Zurich</i>	Burgoelzi Psychiatric Hospital	Clinical Psychology
5	<i>Zurich</i>	Carl Jung - Clinical Psychology	Carl Jung's Institute
6	To Geneva		
7	<i>Geneva</i>	Jean Piaget - Developmental Psychology-Cognitive	The Piaget Archives
8	To Caen		
9	<i>Caen</i>	Social Influences of War	Normandy-Arromanches American Cementary
10	To Paris		
11	Paris	Perception & Cognition	The Louvre
12	Paris		
13	Depart Paris		Arrive Chicago

HL – A History of Psychology in Letters MP – A History of Psychology