

PSYC 490-2021
History of Psychology: European Influences

Course Philosophy

Welcome to PSYC 490. I am pleased that you have joined me for what I believe will be one of the most informed courses 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 opportunities to further understand psychology through a different perspective, that of a global historical viewpoint. 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 truly began in Europe, while also broadening your understanding of our historical roots.

PSYC 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, as well as other psychologists from around the world. The course provides a sound historical perspective of psychological influence by exposing the student to both the written word and a variety of social media to study behavior within the context of the scientific method. Due to the nature of this course, you will need to read the required readings and watch a variety of videos prior to our Zoom class meetings.

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

Instructors	Office	Phone	Email
Justin Rueb	B301 Science Center	x2191	Justin.Rueb@UWSP.edu
	Cell: 715-214-7488		

PSYC 490 Goals

Social Sciences GEP Learning Outcomes:

- Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.
- Explain the major principles, models, and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.

Communication in the Major Learning Outcomes:

- Apply APA standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique your own and others' writing/oral presentations to provide effective and useful feedback to improve our communication.

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

- *Understand* why and how the beginning of psychology was strongly influenced by Europeans.
- *Apply* basic psychological historical concepts and understanding to each Psychologist.
- *Apply* the psychological knowledge of how different psychological cultures greatly impacted our study of psychology.
- *Apply* psychological knowledge in explaining social influence theory for why various psychologists were more readily accepted than others.
- *Write* thoughtful, analytical, and cohesive papers concerning the field of psychology using APA format.
- *Write* effective reflections concerning the various psychologists 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 discussion input, 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, discussion submittals, and classroom attendance/participation points. The written projects and the course presentation are psychologist-focused and will afford students the opportunity to present their knowledge of each historic figure.

Classroom Attendance & 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 course based on how well and how often a student participates in the class 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, 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 nonparticipation, disrespect towards others, or for disciplinary issues. 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 one week** 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.

Psychologist Contribution Exposition (PCE: 250 points-25%): You will report on a specific psychologist and explain the significance/impact of your chosen psychologist on the world. You will orient your paper to the history, psychological importance, and impact that the individual had/has on psychology. In addition to the paper, a separate **bibliography containing at least 5 works** used in the preparation of the report will also be provided. Books, brochures, and internet sources are all acceptable. **Sign-up will be first-come first-serve for psychologist choice. Only two individuals may report on the same psychologist.** I am open to your suggestions. This paper may be resubmitted for another grade, with the final grade being the average of the two grades. You will have two days to resubmit from the date of the paper's return.

The paper will be 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 and references page.

Comparison of Psychologists Paper/Presentation (CPP: 300 points-30%)

This paper/presentation (20%/10%) will require a team of 3 students to choose two different psychologists, discussed in class, and then explain their impact on psychology. (The psychologists cannot be ones who were part of your original 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. **Sign-up will be first-come first-serve for teams (3-person) and for each psychologist chosen,** with Dr Rueb assigning the remaining individuals at least one week prior to semester's end.

The paper will be 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.

Course Summary:

CAP Points	300
Psychologist's Contribution Exposition	300
Comparison of Psychologists Paper	250
Comparison of Psychologists Presentation	150
Total	1000

THE MEANING OF GRADES IN 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 2021 Schedule

Jun	Topic	Readings Chapter	Assignment due
	Week 1		
28	Origins of Psychological Thought	1	
29	Descartes to Darwin	2	
30	Transformation of Psychology	3	
Jul 1	Wundt and Contemporaries	4	
Jul	Week 2		
5	Paper Discussion	1-7	
6	William James	5	
7	Freud and Jung	6	
8	Structure or Function	7	CPE due (30%)
	Week 3		
12	Behaviorism	8	
13	Gestalt Psychology	9	
14	Social Psychology	No reading	
15	Learning	11	
	Week 4		
19	Developmental	12	
20	Humanistic	13	CPP due (25%)
21	Cognitive Psychology	14	
22	Presentation		CPP Presentation (15%)
23	Final		