

## The Great Psychologists

TIME: 11:10 – 12:00 AM, M-W-F

LOCATION: McConnell, Room 208

INSTRUCTOR: Michael Root

OFFICE: Conant Hall, Room 314E

OFFICE HOURS: M: 8:00 – 9:00, W: 9:00 – 10:00, or by appointment

OFFICE PHONE: XXX-XXXX

EMAIL: michaelroot@mindspring.com

### **Required Course Materials**

Fancher, R. E. (1996). *Pioneers of psychology* (3<sup>rd</sup> ed.). New York: Norton.

- The textbook is available at the Durham Book Exchange on Main Street.

Great Psychologists reading packet.

- The reading packet is available at Durham Copy on Main Street.

### **COURSE DESCRIPTION**

“Welcome to ‘The Great Psychologists!’” The Great Psychologists is an elective history of psychology course for all undergraduates that introduces you to the lives, times, and ideas of individuals who have made significant and longstanding contributions to the field of psychology. We shall read their original work and the research of historians. I will introduce you to the ways historians of psychology conduct their research and to information on pertinent resources in the history of psychology. We shall use these methods and resources to explore critically the works of several individuals (e.g., Charles Darwin, Francis Galton, William James, Sigmund Freud, and John B. Watson) who have influenced the field of psychology. I will help you understand their ideas, the social, economic, political, and institutional contexts in which these individuals lived, and how their ideas have had a lasting impact on psychology.

I view this course as an intellectual adventure where I help you chart your course for this adventure and provide you with information that assists you along the way. I look forward to this adventure because we have the opportunity to revisit eras long past, acquaint ourselves with the personal lives of some of psychology’s prominent historical figures, and learn how their ideas helped shape psychology’s future. Additionally, this course can help you understand the discipline of psychology because all of the topics we are covering are relevant today. Finally, I hope that you will develop an appreciation for what historical knowledge can contribute to your overall education and to your ability to understand yourself and others.

## **COURSE OBJECTIVES**

My course objectives are broken into three categories: learning skills, course specific, and personal development objectives. My hope is that by the end of this course you will exhibit mastery of the following course objectives:

### **Learning Skills Objectives**

*Metacognitive Skills Objective:* Metacognitive skills are strategies for *learning how to learn*. Learning how to learn will help you master the material in this class as well as material in your other classes. Throughout the course, we will learn such things as how to learn actively, identify relevant information in your readings, and how to make the material pertinent to your life. We will spend time developing effective learning methods that you can use to engage with the material in this course in the hopes that you will be able to generalize these learning methods to other aspects of your life.

*Critical Thinking Skills Objective:* Critical thinking skills are “mental tools” that enable you to ask penetrating questions, weigh available evidence, modify judgments based on existing evidence, and make rational, well-informed decisions. The development of and practice with critical thinking skills will assist you in any endeavor, be it your college career or your future job. This course will help you acquire critical thinking skills through writing assignments, class discussions, and self-reflection. By the end of the semester, you should be able to apply these skills to the material covered in class and to other facets of your life.

*Writing Skills Objective:* We all need practice in our writing skills, and I will try to help you strengthen your ability to write effectively with a variety of writing assignments. These writing assignments will help develop your metacognitive, critical thinking, and historical knowledge skills, in addition to helping you formulate your thoughts, provide rational arguments, and develop convincing conclusions about psychology’s history. The express purpose of the writing skills objective is to enable you to take the writing skills you have acquired in this course and utilize these skills in other areas of your education.

### **Course Specific Objectives**

*Historical Research Methods Objective:* I expect you to become familiar with the approaches to historical research and how these methods can augment your undergraduate education. In addition, I expect you to acquire knowledge of the resources available for historical research at UNH. For example, by the end of this course you should be able to compare and contrast presentist and historicist writing and provide examples of each in the literature.

*Theoretical Contributions Objective:* By the end of the semester you should be well versed in the ideas developed by these historical figures and how these ideas have affected the field of psychology. For example, you should be able to

define Sigmund Freud's psychosexual stages and analyze how these stages affect our understanding of children's psychological development.

*Historical Figures Objective:* By the end of this course you should be able to compare and contrast the individuals we cover throughout the semester and discuss how their life events shaped their ideas. For example, you should be able to provide a brief synopsis of the life of William James and how his background played a role in his thought.

*Contextual Knowledge Objective:* I want you to become familiar with the social, political, economic, and institutional contexts within which these individuals lived their lives. By the end of the semester, you should be able to integrate such things as the relevant contextual factors that played a role in the development of Darwin's theory of evolution.

### **Personal Development Objectives**

*Self-Development Objective:* I hope that you will mature intellectually and emotionally throughout the semester. After completing this course, I hope that you can look at the world differently and that you become intellectually curious about yourself, others, and your environment. Additionally, I hope to foster in you a respect for opinions that differ from your own and that you demonstrate this respect in and outside of the classroom. Finally, I want you to develop the confidence and ability to discover the answers you seek about yourself and how you fit into society.

*Fun Objective:* Learning about psychology's history can be fun if you take an active role in your own education throughout the semester. Though not all topics we cover during the semester will be of interest to you, I challenge you to find something in every reading and in every class that makes you excited about the history of psychology. I hope that we can have fun while learning the subject matter in a relaxed but mature atmosphere.

### **Note on Course Objectives**

I take these course objectives very seriously and I hope that you will too. Not only does your grade depend on meeting these objectives, they also can contribute to your intellectual growth. I feel that it is my responsibility to instruct you with these objectives in mind. I feel it is your responsibility to focus your learning experience with these objectives in mind. There will be a number of opportunities for me to assess your proficiency on mastering these objectives. Similarly, there will be a number of opportunities for you to assess my proficiency at teaching with these objectives in mind. Assessing my proficiency at meeting these objectives will allow you to present me with feedback on whether I am helping you meet these objectives. If need be I will adjust the class format to help you meet these objectives.

## COURSE REQUIREMENTS

### Essays

There are **four** take-home essays in our class. Essays are to be **typed, double-spaced, referenced appropriately, and no longer than four pages.** Each essay will consist of four questions that focus on your mastery of the assigned reading material, lectures, and classroom discussions. You can use your textbook, reading packet, classroom notes, and discussions with your peers to write your essays. You are required to cite material correctly and to integrate reading and classroom discussion materials in support of your arguments. In order to develop your writing skills, you can revise each of your essays once if you so desire. I will comment on your essays and assign a grade, but I shall not correct your errors. If you wish to improve your grade then you have until the next class meeting to make revisions on your essays. You will need to hand in both your revised essay and your old one so I can compare the two papers and gauge your improvement. **I do not accept late revisions.** Essays are due at the beginning of the class. Late essays receive half credit and you cannot make revisions, unless an acceptable excuse is given (see Attendance Policy for acceptable excuses).

Page 8 provides examples of the essay questions I ask. There is no mid-term or final exam. The Course Schedule indicates when your essays are due. I grade these essays on the depth and persuasiveness of your arguments, your understanding of the topic, spelling, grammar, and punctuation.

### Discussion Questions

Every day you have reading due you need to develop **four** questions based on the readings to use in classroom discussions. I have included guidelines for creating discussion questions on page 9 and I grade your discussion questions based on these criteria in addition to the depth and persuasiveness of your questions, your understanding of the readings, spelling, grammar, and punctuation. These discussion questions need to be **typed.** There is a three-fold purpose for these questions. First, the questions ensure that you are reading the material. Secondly, the questions will provide a platform for classroom discussions. Lastly, the questions will provide me with insight into some of your misunderstandings of the material, which will then help me focus my lectures. **I do not accept late discussion questions.**

**COURSE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Class Topic</b>	<b>Readings Assigned</b>	<b>Assignment Due Dates</b>
1	9/4 9/6	Welcome Review Syllabus	Buy Texts, Syllabus Benjamin, Furumoto	Syllabus
2	9/9 9/11 9/13	Historiography	Leahey  Fancher, Ch. 6, Richards	Benjamin, Furumoto Leahey
3	9/16 9/18 9/20	Darwin & Evolution	  Mayr, Bowler	Fancher, Ch. 6, Richards
4	9/23 9/25 9/27	<b>Essay 1</b>	Darwin	Mayr, Bowler Darwin
5	9/30 10/2 10/4	Galton & Eugenics	Fancher, Ch. 7 Diamond, Gould Fancher, Ch. 8	<b>Essay 1 Due</b> Fancher, Ch. 7 Diamond, Gould
6	10/7 10/9 10/11	James & Consciousness	  Benjamin, Coon	Fancher, Ch. 8
7	10/14 10/16 10/18	<b>Fall Break, No Class!</b>	  Fancher, pp. 73-86, Ch. 10	Benjamin, Coon
8	10/21 10/23 10/25	Phrenology & Hypnotism  <b>Essay 2</b>	  Fancher, Ch. 9	Fancher, pp. 73-86, Ch. 10
9	10/28 10/30 11/1	Watson, Skinner & Behaviorism	Watson, Harris  Smith	<b>Essay 2 Due</b> , Fancher, Ch. 9 Watson, Harris
10	11/4 11/6 11/8		  Guthrie, Phillips	Smith
11	11/11 11/12 11/13 11/15	<b>Veteran's Day, No Class!</b> Neglected Areas  <b>Essay 3</b>	Furumoto & Scarborough Wentworth Fancher, Ch. 11, Gay	Guthrie, Phillips Furumoto & Scarborough Wentworth
12	11/18 11/20 11/22	Freud & Psychoanalysis	  Freud	Fancher, Ch. 11, Gay <b>Essay 3 Due</b>
13	11/25 11/27 11/29	<b>Thanksgiving Break Begins</b>	Fancher, Ch. 13, Green	Freud
14	12/2 12/4 12/6	Turing & Cognitive Science  <b>Essay 4</b>	  Hofstadter, Hofstadter	Fancher, Ch. 13, Green
15	12/9 12/11 12/13	Final Comments		Hofstadter, Hofstadter  <b>Essay 4 Due</b>

At times, the Course Schedule may change due to unforeseen circumstances (e.g., school cancellation, instructor sickness).

**GRADING**

Criteria	Number of Assignments	Maximum Points/Assignment	Total Points	% of Final Grade
Essays	4	75	300	60%
Discussion Questions	20	10	200	40%
Totals	24		500	100%

**Grading Scale**

A = 500-465	B+ = 445-435	C+ = 395-385	D+ = 345-335	F = Below 300
	B = 430-415	C = 380-365	D = 330-315	
A- = 460-450	B- = 410-400	C- = 360-350	D- = 310-300	

**Student Attendance**

As mature individuals, I expect that you will regularly attend class. As such, I have no attendance policy. It is your course and your responsibility to decide your level of participation in this educational endeavor. If you cannot come to class for whatever reason, there is no need for an explanation. If, however, you have to miss class for an extended period (e.g., prolonged illness, family emergency, athletic events, etc) or you are going to miss an assignment, I require you to make me aware of what is going on either by stopping by my office, calling me, or emailing me.

**Cheating/Plagiarism**

Cheating and plagiarism are serious offenses in this class and at the University of New Hampshire. Anyone caught cheating and/or plagiarizing a document (including a peer's) in this class will automatically fail this course. I accept no excuses for cheating or plagiarism! Please read the "Statement on Plagiarism" that is attached to your syllabus for the University's policy on cheating and plagiarism. **If you have any questions or concerns about this policy, do not hesitate to ask me about it.** It is better to err on the side of caution considering the potential consequences.

**Additional Comments**

If you have any special needs or requirements for this course, please contact me about them within the first two weeks of the semester so we can make accommodations. Feel free to stop by my office or email me anytime to discuss your performance in the class. Please do not hesitate to discuss with me anything of concern to you (even if it does not pertain to this class). The university has many resources (e.g., writing center, counseling center) of which you might be unaware. If you run into problems at some point in this course, please talk to me. Together, we can begin to identify some resources to help resolve this difficulty.

### **STATEMENT ON PLAGIARISM**

Plagiarism is a form of cheating, punishable (at the discretion of the instructor) by failure in the course in which it occurs and possibly (at the discretion of the dean) by suspension or dismissal from the university.

Plagiarism can take a number of forms, including the re-use of your own written work without appropriate modifications and/or without the permission of your instructor.

Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted it must appear in quotation marks and be properly cited either in the text or in a footnote. A citation without quotation marks is not adequate since it implies that the material quoted is your wording. It is even less acceptable to simply put the source of material in a bibliography at the end of your paper, with neither quotation marks nor references made in the text or notes.

Indirect quotations—that is, points taken from some source but restated in your own words—should not appear in quotation marks, but the source from which they come should be cited in the text or in a footnote, depending on the reference style your instructor prefers.

If necessary, ask me for further clarification. Remember that a course grade or even your undergraduate career could be jeopardized by ignorance in this matter. Ignorance does not constitute an excuse for plagiarism.

### SAMPLE ESSAY QUESTIONS

Label your essays (i.e., **1, 2, 3, 4**) so I know when one stops and another begins. Make sure your **name** is on your paper. Remember, **four** double spaced pages (excluding references) is the maximum number of pages. Write your own papers but definitely collaborate if need be. Don't procrastinate.

1. You are Wilhelm Zeitgeist, the famous historian of psychology from Miskatonic University. You are to address a group of young, intelligent college students who are just learning about historiography. Develop a lecture that incorporates the various components of historiography as well as four of its potential biases. Incorporate Benjamin (1997), Furumoto (1989), Leahey (2002), and our class discussions into your essay.
2. Why was uniformitarianism so important to Charles Darwin's theory of evolution by natural selection and what does uniformitarianism have to do with psychology? How does Darwin's theory of evolution refute Paley's Argument from Design and Lamarck's idea in the inheritance of acquired characteristics?
3. What are some of the differences and/or similarities in how Mayr (2000) and Bowler (1988) discuss Darwin's impact on society?
4. What are some of the implications evolution has had on the way we view the world and on our behaviors? Incorporate what we've learned in class about evolution and evolutionary psychology with some of your other readings on Darwin and evolution.

Remember to cite sources in your essays using the "how to cite references" section in your reading packet as a guideline. The top of your fifth page should read "References" then list only the references you used in your essays using our table of contents as a guide. I will be lenient with citations and references in your first essay.

If you're stuck, call me or email me this weekend. I don't mind.

Good Luck!





### Guidelines for Discussion Questions<sup>\*</sup>

Here are some examples of the types of questions I would like you to develop for your discussion questions. This is by no means an exhaustive list so please do not feel compelled to rigidly follow the structure of these questions. Ask questions that are important to you for clarification and greater understanding of the material. Try to think critically and creatively, but always ask yourself why you are asking a particular question.

#### Generic Questions

#### Specific Skills Involved

What are the strengths and weaknesses of...?	Analysis/Inference
What is the difference between...and...?	Comparison-Contrast
Explain why...(Explain how...)	Analysis
What would happen if...?	Prediction/Hypothesizing
What is the nature of...?	Analysis
Why is....happening?	Analysis/Inference
What is a new example of...?	Application
How could...be used to...?	Application
What are the implications of...?	Analysis/Inference
What is...analogous to?	Creation of metaphors/analogies
What do we already know about...?	Prior knowledge
How does...affect...?	Cause-Effect
How does...tie in with what we learned before?	Prior knowledge
What does...mean?	Analysis
Why is...important?	Analysis
How are...and...similar?	Comparison-Contrast
How does...apply to everyday life?	Application
What is a counterargument for...?	Rebuttal
What is the best...and why?	Evaluation
What is a solution to the problem of...?	Synthesis
Compare...and...with regard to...	Comparison-Contrast
What do you think causes...? Why?	Cause-Effect
Do you agree or disagree with this statement...?	Evaluation
What is another way to look at...?	Shifting perspectives

<sup>\*</sup>Adapted from King, A. (1995). Inquiring minds really do want to know: Using questioning to teach critical thinking. *Teaching of Psychology*, 22, 13-17.