

Psyx 400 – History & Systems of Psychology

Spring 2018

Instructor Information

Instructor: Daniel J. Denis, Ph.D.

Office: 369 Skaggs Building

Office Hours: Tuesdays, Thursdays, 12:30 – 2:00pm

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Course Information

Lectures: Tuesdays, Thursdays, 2:00 – 3:20

Location: Liberal Arts 338

Teaching Assistant: Diana Diakow

Office: 368 Skaggs

Office Hours: Mondays, Wednesdays, 12:00 – 1:30.

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Course Objective

The objective is to learn the history and philosophy of psychology (and to some extent, of science, in general), as well as the more pertinent philosophical and methodological issues that present themselves when evaluating psychology (and other) theory, from past to present. In this course, you will learn:

- The nature of how to do, and interpret history effectively, in psychology and in general
- Past philosophical founders and thinkers of the social and natural sciences, including psychology
- How to distinguish between a science vs. a pseudo-science, and determine whether one is better than the other
- How to evaluate past psychology (and other) theory in light of philosophical tools for assessing the goodness of epistemology and the nature of evidence
- How to implement “APA Style” into your writing assignments to better prepare you to join the field of psychological (and related) writing

Required Text

Walsh, T. G., Teo, T., & Baydala, A. (2014). *A critical history and philosophy of psychology*. London: Cambridge University Press.

****HOW THIS BOOK WILL BE USED: Walsh et. al. (2014) is a VERY thorough history of psychology covering a very wide time period, which also features social and political impacts on science in general. The “critical” element is that it presents history in a “context” of civilization and societal events. We will definitely NOT be covering anywhere NEAR the full book, nor will we be focusing on the minutiae of detail covered in the book. We will rather be choosing select topics from each chapter to discuss in class as to develop the major “themes” to focus on. Many “modern topics” we will discuss directly or indirectly while surveying *foundational* material in earlier chapters. In this respect, the book is best used as reference for now and in the future with regards to the history of psychology, and is an excellent book for the early philosophical origins of the scientific method in general (the big players in philosophy all had a great influence in ALL sciences, not only psychology). The scientific method is the big revolution of interest, and

much of this course is a journey before and a bit after the acceptance of science as “the way to knowledge.” However, along the way, we will come across alternative philosophies (i.e., rather than an empirical, scientific one), which proved fruitful in their time and influenced modern trends as well (and at times had a greater influence than even science itself). Over the course of each lecture, key THEMES will be developed on the board, which will be the focus of material covered on tests and exams. Anything in the book not discussed in class (thematic, wise), though in theory still “testable,” will not be heavily weighted on tests and exams. The focus of tests and exams will be on whether you understand CONCEPTS, not whether you can memorize a bunch of dull and possibly misleading historical facts (e.g., When did Wundt initiate his first psychology laboratory? Who cares! Psychological science was well on its way long before that anyway! From a philosophical point of view, what is the critique of Freud’s theory and should you *believe* in it? We care! What makes the “scientific method” so special, anyway? We care! Why has the field of statistics and probability had a huge impact on the social sciences? We care!)

APPROACH TO TEACHING THIS COURSE: It is recommended that what we cover IN DEPTH in class, you focus more heavily on in your readings. E.g., Suppose we discuss Bacon’s view of science and the process of induction in class. For homework, read up on Bacon and develop your notes both from that day’s lecture and from the text. If we didn’t discuss Thomas Reid, for instance, then though it’s useful to read that section for a greater understanding, you should not *prioritize* it in your studying. The priority of the course is to develop themes at a relatively DEEP level, not cover a lot of things at a shallow level. The material we will cover you will likely find relatively difficult, as the ideas in philosophy, history and psychology can be relatively abstract and may take a while to grasp. Memorizing material from the book will not be enough to do well on evaluations. You have to *understand* the nature of the material, which takes time, patience, thinking, and reflection.

APA Publication Manual, 6th edition (2009).

Readings to be made available in Moodle:

Tarlaci, S. & Pregolato, M. (2015). Quantum neurophysics: From non-living matter to quantum neurobiology and psychopathology. *International Journal of Psychophysiology*.

REACTION PAPER:

Maldamé, J. M. (2002). The importance of the history of science in intellectual formation. *Scripta Varia*, 104.

TERM PAPER (10 pages double-spaced):

Topic: Argue *for* and *against* the scientific method as a way for establishing knowledge. In your analysis, use (at some point) a comparison and contrast between psychoanalysis and behaviorism as models of explaining behavior.

You need to use (and source) at least TEN sources, including the following two (available on Moodle):

Kanu, M. (2015). The limitations of science: A philosophical critique of scientific method. *Journal of Humanities and Social Science*, 20, 77-87.

Skinner, B. F. Critique of psychoanalytic concepts and theories.

Evaluation

Final Grades will be based on the following:

Test 1: 10%

Test 2: 10%

Reaction Paper: 10%

Reaction Paper Resubmission: 20%

Term Paper: 20%

Final Exam: 30%

Final Grade Determination (Maximizing your Grade)

*** If your grade on the final exam is better than any or all of Test 1 and 2, your final exam grade will count for the corresponding test weight. **The final exam is cumulative over the entire course.** If you miss, for whatever reason, Test 1 or Test 2, the relevant weight is automatically transferred to the final exam. THERE ARE NO MAKE-UP TESTS IN THIS COURSE. For the reaction paper, you will receive a grade and extensive feedback on your first submission. This 10% weight will be recorded. However, if your second submission (weighted 20%) is higher than your first submission grade, your final grade for the reaction paper will be your 2nd submission only (in that case, weighted 30%). Grades are expected to increase (but don't always) from your 1st submission to the 2nd because presumably you've greatly improved and extended your paper. In the event that your grade on the 2nd submission is less than the 1st, then the weight of the 1st submission will NOT transfer over, and both submissions will be recorded to compute your reaction paper grade. Likewise, if your term paper grade is higher than your reaction paper final grade, your term paper will be worth 50% instead of 20%. However, your term paper weight cannot in any way transfer to your earlier reaction paper grade.

Final Letter Grades will be assigned according to the "grade thermometer" below. Course grading is traditional (you CANNOT change your grade to pass/fail unless you have an exceptional reason).

Points	Grade	Evaluation
100 – 90	A	EXCELLENT
89 – 80	A-	VERY GOOD
79 – 77	B+	GOOD
76 – 73	B	GOOD
72 – 70	B-	GOOD
69 – 67	C+	SATISFACTORY
66 – 63	C	SATISFACTORY
62 – 60	C-	POOR
59 – 57	D+	POOR
56 – 53	D	POOR
52 – 50	D-	POOR
< 50	F	VERY POOR

Testable Material & Grading

While all material in our textbook is fair for the tests and final exam, material emphasized in lecture will be given priority. Questions will consist of concept/analogy-hypothetical-situations multiple choice questions.

Writing Component

Psyx 400 satisfies the upper division writing requirement, and hence 50% of the course is devoted to you developing technical, organizational and expressive skills necessary to write effectively. The University of Montana Writing Center offers students in all disciplines free support as they write for any course. Welcoming all students, the Writing Center provides a comfortable environment where students can engage in supportive conversations about their writing and receive feedback at any point during a writing process. To make an appointment and learn more about the Writing Center's by-appointment and drop-in hours, visit www.umt.edu/writingcenter, call 243-2266, or stop by Lommasson 271.

For the reaction paper, the first component should be a summary of the authors' argument. This should comprise approximately 20% of the paper length. The second component should be your reaction to the paper, approximately 80% of the paper length. Do you agree with the authors' argument? Why or why not? Explain, and defend your argument. Research on-line sources to help bolster your argument. Cite your sources. Include a cover page and abstract of your paper. Any references you use (including the article) should be listed at the end of the paper in APA style. The more sources you use, the better they can inform and defend your argument.

Note that the original reaction paper length is **5 pages** (double-spaced). The revised reaction paper has a required length of **10 pages** (double-spaced). That is, in revising your first submission, you are to elaborate, extend, etc., improve your arguments, and incorporate feedback received from the first submission.

There is also a term paper due on **May 1, 2018**. **Argue for and against the scientific method as a way for establishing knowledge. In your analysis, use (at some point) a comparison and contrast between psychoanalysis and behaviorism as models of explaining behavior to support/counter your argument.** Through your work on the reaction paper (and re-submission after receiving feedback), the idea is for you to spend the semester preparing your term paper. You are encouraged to seek help with our TA on informal feedback EARLY and regularly as you prepare your term paper (do this early, in an organized fashion, do not wait 5 days before the paper is due and seek feedback on your ideas or how to write it!). In preparing a large writing assignment you need to be disciplined and plan your work schedule accordingly. If you're not working a bit every week on it leading up to the big submission date, you are NOT working well. If you wait a few days before it is due and throw something together quickly, it will not be a good product, and you will likely not do well on the term paper and it could sink your grade in the course. Do not procrastinate. Plan your calendar, schedule your time, and note to yourself when you are going to work on this very large and important writing project. The paper you submit should be something you are very proud of.

Course Policies and Guidelines

Policy on Missed Tests

A missed test will result in a grade of ZERO for that test. There are NO MAKE-UP TESTS for this course, no matter the reason for missing. Multiple-choice for this course are extremely time-consuming to write, and we do not have the resources to write alternative tests. You are encouraged to attend all evaluations as scheduled. If you miss any of the tests, the weight of that test is automatically transferred to the final exam. For example, if you miss Test 1, your final exam has just increased to be out of 40% instead of the original 30%. If you miss both Tests 1 and 2, your final exam is automatically out of 50% (recall that if you do poorly on the tests the corresponding weight also transfers over to the final exam).

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. We will work with you and Disability Services to provide an appropriate modification.

Academic Misconduct

You are expected to adhere to the university's [Student Conduct Code](#) with regard to academic integrity. All students must practice academic honesty. Academic misconduct in this course will not be tolerated and is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The Student Conduct Code also discusses **plagiarism**. This course requires students to adhere to APA format when citing, paraphrasing, or referencing sources. If you have plagiarized, either intentionally or accidentally, you will receive a zero on the entire assignment. If you plagiarize a second time, you will fail the course. Copying from a colleague is also plagiarizing. **All work that you turn in must be 100% your OWN.**

Class Behavior

The expectations for this course are such that you remain respectfully silent while either the instructor is speaking or a colleague in the class is asking or responding to a question. In accordance with policies set by the University, disruptions in class will not be tolerated. This policy is set so that every student has the opportunity to learn in a quiet and constructive environment. **A failure to meet this expectation will result in you being dismissed permanently from the class.** This policy is extremely strict as to protect the rights of students who have invested time, money and energy into this course and deserve nothing less than an optimal learning environment. **The instructor will make every effort to make sure you, the student, has an ideal learning environment.** Please speak to the instructor privately if you are being disrupted in class.

Incompletes

Departmental and University policies regarding incompletes do not allow one to change “incomplete” grades after 1 year has passed since the “I” was granted.

Tentative Course Schedule (Except for Test and Paper Dates, Schedule May Change)

DATE	TOPIC	READINGS	DUE DATES
Jan 23, 25	Intro, Policies, History, Philosophy	CH.1	
Jan 30, Feb. 1		CH.1	
Feb. 6, 8	Ancient thought	CH.2	
Feb. 13, 15		CH.2	
Feb. 20, 22	Early scientific thought	CH.3	
Feb. 27, Mar1		CH.3	March 1: RP DUE (5 pages) (10%)
Mar 6, 8	Philosophical climate 19 th century	CH.4	
Mar 13, 15		CH.4	March 13: TEST 1 (10%)
Mar 20, 22	Early natural-science psychology	CH.5	
Mar 27, 29	SPRING BREAK (NO CLASS)		
Apr 3, 5		CH.5	
Apr 10, 12	Natural-science psychology between the wars	CH.6	April 12: RP-R DUE (10 pages) (20%)
Apr 17, 19		CH.6	April 17: TEST 2 (10%)
Apr 24, 26	Natural-science psychology after World War II	CH.7	
May 1, 3		CH.7	May 1: Term Paper DUE (10 pages) (MIN 20%. MAX 50%)
Final Exam: May 7 1:10-3:10pm	All material covered in class and book is testable.	CH.1-7 and all topics discussed in class	MIN 30%. MAX 50%

RP = reaction paper; RP-R = reaction paper revised.