



DEPARTMENT OF ARTS AND EDUCATION: PSYCHOLOGY

COURSE OUTLINE – WINTER, 2014

PSYC 3750 A3: HISTORY OF PSYCHOLOGY – 3 (3-0-0) 45 Hours

INSTRUCTOR: Dr. Bruce Galenza **PHONE:** 780-539-2994
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**OFFICE-
HOURS:** Tues, Thur, Sat, 8:00 – 11:30; Wed 10:00 – 1:00

PREREQUISITE(S)/COREQUISITE: PY 1040 and PY 1050. Recommended: every psych course offered at GPRC.

REQUIRED TEXT/RESOURCE MATERIALS:

Hergenhahn, B. R. (2009). *An Introduction to the History of Psychology* (6th ed.). Belmont, CA: Wadsworth. ISBN: 978-0-495-50621-8

CALENDAR DESCRIPTION: Psychology is a relatively young science but its history is varied, intriguing, and extends well beyond the first psychologists. From its roots in early philosophy, physiology, and medicine, through the dawn of evolutionary theories and radical behaviourism, to the cognitive revolution and modern neuroscience, we examine the trends, competing theoretical perspectives, and socio-political influences on the current discipline of psychology.

CREDIT/CONTACT HOURS: 3 credit hours per week, classroom.

DELIVERY MODE(S): Lecture/Discussion

GENERAL GOALS: This course may be different from any other course you have ever taken. There will be no memorizing lists of facts, definitions, names, or dates; students must learn the roots and histories of psychological ideas, organize them for themselves so that they understand it, and apply it to their understanding of current psychological theory. Further, students are required to develop the skills of discussing, both through written and verbal communication, their knowledge of course material.

Please be aware that your normal strategies for passing classes may not work here and new strategies may have to be developed; do so quickly. We will mostly follow the text chapter by chapter with a few additions. Extra readings will be recognized, going beyond lecture material will be rewarded.

BEHAVIOURAL OBJECTIVES: As a result of taking this course, students will demonstrate the ability to:

1. summarize, define, explain, and discuss the course's theories, concepts, principles, and perspectives in their own words.
2. develop the skills of structuring, organizing, and interrelating knowledge of these perspectives, not simply a rote listing of details and definitions, as demonstrated by writing structured, organized, related, interrelated, and applicable summary answers and taking part in class discussions.
3. begin to develop the skills of evaluation of the concepts and principles of these perspectives on the basis of how well they describe and explain the students' behaviour and that of others by using higher order cognitive skills of independent thought, logic, reason, and data, rather than relying on authority, tradition, emotion, personal feelings, or personal experiences.
4. express themselves in written and verbal form using higher academic standards of grammatically correct and properly spelled Standard English.

COURSE CONCEPTS, PRINCIPLES, AND PERSPECTIVES:

Unit 1: The Evolution of Psychology: From Speculation to Science

Unit 2: The Middle Ages, the Beginnings of Science

Unit 3: Empiricism, Sensationalism, Positivism, and Rationalism

Unit 4: Romanticism, Existentialism, and the Rise of Experimental Psychology

Unit 5: Early Approaches to Psychology and the Darwinian Influence

Unit 6: Functionalism and Behaviorism

Unit 7: Neobehaviorism and Gestalt Psychology

Unit 8: Early Approaches to Mental Illness and Psychoanalysis

Unit 9: Early Alternatives to Psychoanalysis and Humanistic Psychology

TRANSFERABILITY: AU, CUC, Concordia, MacEwan, King's, U of A, U of C, U of L.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage of Class	Designation
A ⁺	4.0	2%	EXCELLENT
A	4.0	3%	
A ⁻	3.7	7%	FIRST CLASS STANDING
B ⁺	3.3	9%	
B	3.0	13%	GOOD
B ⁻	2.7	16%	
C ⁺	2.3	16%	SATISFACTORY
C	2.0	13%	
C ⁻	1.7	9%	
D ⁺	1.3	7%	MINIMAL PASS
D	1.0	3%	
F	0.0	2%	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

ASSESSMENT/EVALUATION:

Assessment will be based on four examinations. Following the final grade assignments, students will be subjectively assessed for bonus points on the basis of their involvement in, and contributions to, the class and in-class work, as well as attendance.

Exam Schedule (as this is my second year teaching this course, this schedule is subject to radical changes, which will be clearly announced.)

Exam 1 (20%): Myth to Ch 4: Jan 30th
Exam 2 (25%): Ch 5 to 9: Mar 4th
Exam 3 (25%): Ch 10 to 14: Mar 25th
Exam 4 (30%): Ch 15 to 21: Exam week

Research psychology recognizes the authority of, and bases its judgements on, carefully collected data, as opposed to opinion, tradition, or authority. In keeping with this philosophy, rather than me imposing my authority on you and telling you what you must know and then arbitrarily assigning cut-off points for grades through non-standardized tests, you as a class will inform me what you are capable of, through my careful measurement of your performance. Students will be assessed according to their relative position within the class. The field of psychology always measures human behaviour in this way. This method will be explained fully in the first class period; a handout is available if requested.

STUDENT RESPONSIBILITIES: This is adult education. You will be treated as such and are expected to behave accordingly.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**
**Note: all Academic and Administrative policies are available on the same page.

GENERAL COMMENTS:

There is so much more to learn than we can cover in our limited class time. Make the most of your college experience by reading the text and other sources beyond what is called for in the papers. It will also make your papers all the more insightful. Note that there are no assigned papers for many parts of the text; however, you are still responsible for this material for the final exam.

My preferred teaching style is interactive lecture, derived from the teaching philosophy that little is learned until responses are made (either verbally or written). What we shall be covering is the basis of the Liberal Arts Curriculum, also known as the Great Conversation. Join in.