

SYLLABUS\*  
PSYCHOLOGY 465 History & Systems  
Summer 2013

Instructor: Rebecca Morse (rmorse@gmu.edu)  
Class Hours & Location: Online, July 1<sup>st</sup> through August 3<sup>rd</sup>  
Office Hours: By appointment.  
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**REQUIRED TEXT:** Pioneers of Psychology (A History). Fancher & Rutherford. Pearson Publishing.  
ISBN-10: **0393935302** | ISBN-13: **978-0393935301** | Edition: **Fourth Edition**

*COURSE OBJECTIVES AND REQUIREMENTS:*

Welcome to History and Systems of Psychology. I hope you find the course to be enjoyable and stimulating! The course focuses on the history of the discipline of psychology from its early roots to its contemporary developments. It is a unique approach to history, and I hope that you develop an appreciation for the history you encounter in this course. Although we will not be meeting in person, you will see that I am very active on your discussion board(s), and am available via email, skype, or phone. With rare emergency exceptions, I ALWAYS respond to students within 24 hours. If you do not receive a response within 24 to 48 hours, please, contact me again. It means I have not received your message.

The course is intended to:

- 1) put the finishing touch on students' undergraduate education in psychology with an integrated and historical perspective of the field,
- 2) present philosophical issues in psychology and other sciences,
- 3) promote an awareness of the ways that historical developments outside of psychology shape the discipline,
- 4) discuss the roots, the theories, and the relevance of several of the major trends in modern psychology including functionalism, structuralism, behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology, and cognitive psychology,
- 5) examine the ways in which world views (religious, political, moral, and psychological) shape views of humans and psychology,
- 6) explore the evolution of ideas within philosophy and psychology,
- 7) stimulate interest in ideas and develop an appreciation for the process of taking ideas seriously, and
- 8) promote critical thinking and dialectic. Students are encouraged to think, discuss, and write freely and critically about philosophical dilemmas, historical trends, and the history of changes in the way humans view themselves.

In addition to these established goals of the course, you may wish to establish goals of your own. You may wish to learn more about a particular individual in the history of psychology. (e.g., Mary Whiton Calkins, B. F. Skinner, Baruch Spinoza, or Socrates) or about a system of thought (e.g., Rationalism, Gestalt psychology, Psychoanalysis, or Humanistic Psychology).

*TECHNOLOGY:*

\*Students will be expected to access and use Blackboard on a regular basis (<https://gmublackboard.com>). Important class information, such as the syllabus and weekly readings will be posted here. To access Blackboard, students should use their George Mason email ID and password.

\*In addition, students should check their GMU email account regularly. Be sure to check that new messages can be received and that you are not over the message limit. You also have the option for your GMU account to be forwarded to another email address.

*ATTENDANCE & PARTICIPATION: As this course is an online format, your “presence” on the discussion boards is crucial to your success in this course.*

Students are required to read any texts that may be assigned for that week. Class reading assignments will be posted on the syllabus and/or Blackboard.

For each chapter, I will post discussion questions. You are required to respond to one (1) question per chapter (15 total). You are also required to respond to one other student’s answer per chapter (15 total). Any thoughtful answer will receive full credit, for a total of 30 points. These posts are pass/fail. To pass, you must use complete sentences, with a minimum of three sentences.

***Answers/posts are due Saturday by Midnight for the week which the chapter(s) are due (meaning if chapter 1 is covered the first week of the semester, the posts are due by Saturday of that same week).***

### WRITTEN ASSIGNMENTS

(1): To encourage your engagement with the material and participation, instead of one larger research paper, students are required to submit 4 article summaries. Each summary is worth 5 points. Each summary should relate to one chapter or person we are covering during the semester. Students pick the article of their choice, and write a two to three paragraph summary. The first paragraph should introduce the topic or theme, the second one should summarize the article findings, and the third should relate it back to the material covered in our text/discussions. These are not formal papers; however, spelling and grammar do count, and citations should be in APA 6<sup>th</sup> format. Please see <http://owl.english.purdue.edu/owl/resource/560/01/> for a helpful formatting resource.

(2): Throughout the semester I will post articles, commentaries, and video-casts from the Society for the History of Psychology for “homework.” You are responsible for reading/watching 4, and writing a one to two paragraph response. Each response is worth up to 5 points for a total of 20 possible points.

### EXAMS

We will have two exams, non-cumulative. These will be online, timed, and will be open-book, open note. All exams count toward your grade (meaning none will be dropped). More details/instructions will be posted on Blackboard. Exams are worth 15 points each. It is absolutely imperative that you have your textbook for these quizzes. I do supply power points, but those are more of a study guide, and do not contain the details, just the broader topic areas.

### GRADES:

Discussion Question Answers: 15 points

Discussion Answer Responses to Others: 15 points

Article Summaries: 20 points (4, worth 5 points each)

Society for the History of Psychology Homework: 20 points (4, worth 5 points each)

Two quizzes: 30 points

**Total Possible Points: 100 points**

### GRADE CALCULATION:

For simplicity, the points have been assigned such that a student can track their own grade without any confusing arithmetic acrobatics. If you earn 97 points you will have a class grade of 97%, which according to the below chart, is an A+. I round to the second decimal, so a grade of 91.49 is considered a 92 (A-), and a grade of 96.03 is a 96 (A).

### Grade Breakdown:

A+ 100+	B+ 89 – 87	C+ 79 – 77	D 69 - 60
A 99 – 93	B 86 – 83	C 76 – 73	F 59 and below
A- 92 – 90	B- 82 – 80	C- 72 - 70	

**HONOR CODE:**

All provisions of the GMU Honor Code will be followed in this class. Information regarding the Honor Code and what constitutes academic dishonesty can be found in the 2009-2010 University Catalog or online at the following website: <http://www.gmu.edu/catalog/apolicies/>.

**DISABILITY HELP:**

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

<b>Date</b>	<b>Topic</b>	<b>What is Due This Week</b>
July 1 through 7	Introduction to the Course Foundations of Modern Psychology Philosophers of Mind Physiologists of Mind: Brain Scientists	<ul style="list-style-type: none"><li>• Chapters 1, 2, &amp; 3 Answers and Responses due</li><li>• Article Summary 1 Due</li><li>• Society Post 1 Due</li></ul>
July 8 through 14	The Sensing & Perceiving Mind Establishment of Experimental Psychology Theory of Evolution	<ul style="list-style-type: none"><li>• Chapters 4, 5, &amp; 6 Answers and Responses Due</li><li>• Article Summary 2 Due</li><li>• Society Post 2 Due</li></ul>
<b>July 15<sup>TH</sup> Midnight (going into 16<sup>th</sup>)</b>	<b>MID-TERM EXAM</b>	<b>Chapters 1-6</b>
July 15 through 21	The Measurement of Mind Psychology in America Psychology as the Science of Behavior	<ul style="list-style-type: none"><li>• Chapters 7, 8, &amp; 9 Answers and Responses Due</li><li>• Article Summary 3 Due</li><li>• Society Post 3 Due</li></ul>
July 22 through 28	Social Influence & Social Psychology Mind in Conflict: Psychoanalytic Psychology Psychology “gets” Personality	<ul style="list-style-type: none"><li>• Chapters 10, 11, &amp; 12 Answers and Responses Due</li><li>• Article Summary 4 Due</li><li>• Society Post 4 Due</li></ul>
July 29 through Saturday August 3	The Developing Mind Machines, Minds, and Cognitive Psychology Origins of Applied Psychology	<ul style="list-style-type: none"><li>• Chapters 13, 14, &amp; 15 Answers and Responses Due</li></ul>
<b>August 3</b>	<b>FINAL EXAM</b>	<b>Chapters 7 -14 (15 will be discussed, but not included in exam)</b>

Important Dates: Please see [studentaccounts.gmu.edu/dates.html](http://studentaccounts.gmu.edu/dates.html) for drop/add deadlines, including associated tuition penalties.