

Course Syllabus



PSY 4391 History and Theory

Instructor



Dr. Randall E. Osborne

Department of Psychology

Texas State University

601 University Drive

San Marcos, TX 78666

[ro10@txstate.edu \(mailto:ro10@txstate.edu\)](mailto:ro10@txstate.edu)

Course Description

This course is designed to give you an understanding of the broad history that led to the development of psychology as a new and separate science. Many have said, "Psychology has a long history but a short past." This may seem paradoxical but it is a very apt description because it means that psychology is a fairly new science that developed out of a long history of philosophical thought. In this course, we will track the development of the ideas that came to fall under the heading of psychology. This search will take us from the philosophical writings of the ancient Greek philosophers (such as Plato and Aristotle) to the more contemporary theories of B.F. Skinner and new thinkers developing theories in the past decade. I have chosen the book carefully for this course because I wanted a textbook that emphasizes the strong influence of ancient Greek philosophy on the development of modern psychology. In addition, I want students to be able to draw connections between the history of our discipline and where the discipline might be going. Each exam, therefore, will ask you to reflect on the historical AND the contemporary. There are many themes that have guided psychology as a science. Many of these themes also serve as foundations for the learning objectives for this course.

General Educational Objectives

I believe that there are crucial intellectual objectives that students should gain from their college education. Although these are not directly related to the content objectives of this course, I believe they are crucial skills that this course will enhance within you. In particular, I have structured this course to enhance your abilities in the following areas:

1. Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
 2. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking and technology.
 3. Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus be able to make discriminating moral and ethical choices.
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Course Goals and Objectives

The following objectives are specific examples of the kinds of questions and concepts you should be prepared to discuss in this course via your course exams and your course paper. Specific exam questions and requirements in the course paper will demand that you be able to provide relevant and accurate responses to these objectives:

1) Understands the basic issues that serve as a foundation for the history of psychology.

- 1.1 describes the evolution of psychology from both the “Personalistic” and “Naturalistic” approaches
- 1.2 discusses the “mind-body” controversy and presents and supports a position on this issue with evidence
- 1.3 describes the difference between “structuralism” and “functionalism”
- 1.4 describes the issue of “subjectivism” Vs. “objectivism”
- 1.5 describes the issue of “quantification” Vs. “qualification”
- 1.6 describes the issue of “reductionism” Vs. “non-reductionism”
- 1.7 discusses the differences between “molar” and “molecular” approaches
- 1.8 describes the issue of “determinism” Vs. “teleology”
- 1.9 discusses the advantages and disadvantages of “utilitarian” and “purist” approaches to science
- 1.10 describes the differences between “nativism” and “empiricism”
- 1.11 categorizes learning theories as “reward” Vs. “non-reward”

2) Understands the influence of Greek Philosophers on modern Psychology

- 2.1 describes Thale's theory of the cosmos
- 2.2 describes Hippocrate's theory of humors & applies it to modern psychiatry
- 2.3 discusses the basic views of Socrates
- 2.4 describes the Socratic method and its significance for psychology
- 2.5 describes Plato's Theory of Forms & the similarities to Freud's theory of personality
- 2.6 describes Aristotle's views & the importance of his Laws of Association
- 2.7 discusses Aristotle's 6 General Functions of the Psyche & how this relates to contemporary views of motivation and emotion

3) Understands the Basic Views of the British Empiricists

- 3.1 describes Wundt's theories of Structuralism
- 3.2 describes Wundt's Introspection technique
- 3.3 discusses how Wundt's theories influenced the Gestalt Psychologists
- 3.4 describes some of the early work of the Leipzig laboratory
- 3.5 describes how Titchener refined Wundt's theories of Structuralism

4) Understands the influence of the early studies of the central nervous system on the history of psychology

- 4.1 describes the work of Pierre Cabanis
- 4.2 describes the work of Francois Magendie
- 4.3 describes the work of Charles Bell
- 4.4 describes the work of Hermann Ludwig Von Helmholtz
- 4.5 describes how early studies of brain trauma patients helped psychologists to map the brain

5) Understands the basic views of the Functionalists

- 5.1 describes the work of Charles Darwin
- 5.2 discusses Darwin's theories and their influence in psychology
- 5.3 describes the work of Francis Galton and its impact on psychology
- 5.4 describes the work of Herbert Spencer and his "Social Darwinism"
- 5.5 describes the work of William James and his role as the "Greatest American Psychologist that Ever Lived"
- 5.6 describes the work of Granville Stanley Hall, James Cattell & others

6) Understands the history of behaviorism

- 6.1 describes the work of Ivan Pavlov
- 6.2 describes the work of John B. Watson
- 6.3 describes how Watson's views differ from those of Wundt
- 6.4 describes the work of E.L. Thorndike
- 6.5 describes the work of B.F. Skinner & his influence on modern psychology

7) Understands other schools of thought and their role in modern psychological thinking

7.1 describes the Gestalt Perspective

7.2 discusses how this perspective can be traced to the work of Immanuel Kant

7.3 describes the evolution of behaviorism and neo-behaviorism and the significance of this evolution for modern psychology

7.4 describes the work of Clark Hull

7.5 describes the antecedent influences on Psychoanalysis (including the theory of Monads by Leibnitz, the influences of Darwin, the ideas of Herbart, the techniques of Joseph Breuer, etc.)

7.6 describes the main views of the main Humanistic Psychologists (including Maslow, Rogers, and others)

7.7 describes the emergence of the cognitive revolution and how the prior historical influences discussed in this course led to this revolution

Required Materials

You are required to use the following textbook in order to complete this course:

Title: TXST History & Theory in Psychology

Edition: 2nd

Author: Osborne

ISBN: 978-0-738-08841-9

Publisher: Hayden-McNeil

This textbook is a custom-published for Texas State University and available through the Texas State

[University Bookstore](https://www.bkstr.com/texasstatestore)  (<https://www.bkstr.com/texasstatestore>)

(<http://txstate.verbacompare.com/comparison?id=336573>). On the Bookstore website, select the current semester, and then select "ODEL" as the department name.

Scheduling Your Time

You have 9 months to complete this course. To some extent you can set your own pace in a correspondence course, but it is important that you schedule your time effectively. You should be able to complete each lesson, along with the assignments for each lesson, in two weeks, so completing the course in less than nine months is quite possible if you carefully budget your time.

To help you plan out your progress throughout the course, complete the [Course Pacing Guide](#)

(<https://canvas.txstate.edu/courses/1381198/files/134231209/download?wrap=1>). 

(https://canvas.txstate.edu/courses/1381198/files/134231209/download?download_frd=1) within the first 7 days of the course or as soon as possible.

Course Description

Lessons

Modules contains 12 lessons that you should work through in sequence. Each lesson includes required readings, pages of information, self-help exercises with questions that allow you to check your understanding of course concepts, and writing assignments.

Assignments

Writing assignments are in the form of thought questions, with at least five questions per assignment. The questions are designed to get you thinking about the material in ways that will prepare you to take the three essay exams.

Please note the following:

- Use Microsoft Word to complete all assignments; submit your documents using the .doc or .docx format.
- Submit your assignments via Modules in this Canvas site. Do NOT email them to the instructor.
- You may submit no more than two assignments per week for this course.
- You may not resubmit an assignment after it has been graded.

Exams

The course requires three essay exams. Lessons 1 - 4 will prepare you to take Exam 1, Lessons 5 - 8 will prepare you to take Exam 2, and Lessons 9 - 12 will prepare you to take Exam 3.

Exams are not comprehensive and are to be taken in a proctored setting without access to resources other than one 3" x 5" card on which you have written as much information as you feel will be useful to you as you complete the essay exams.

When you are ready to take an exam, visit the Office of Distance and Extended Learning [testing page](https://www.correspondence.txstate.edu/students/testing.html) (<https://www.correspondence.txstate.edu/students/testing.html>) to learn how to schedule the exam.

You must make a combined average of 60 or better on the three exams to pass the course.

Please read [Strategies for Success in Modules](https://canvas.txstate.edu/courses/1381198/pages/strategies-for-success) (<https://canvas.txstate.edu/courses/1381198/pages/strategies-for-success>) for more details about the course and how to complete it successfully.

Course Grades

Grades for this course will be based on your performance on 12 writing assignments and 3 essay exams.

The final grade will be based on the following:

Essay exams: 3 x 200 points each	= 600 points
Writing assignments: 12 x 25 points each	= 300 points
Total	= 900 points (100%)

The letter grading scale follows:

A	Excellent	90-100%
B	Good	80-89%
C	Average	70-79%
D	Poor	60-69%
F	Failure	59% or less

Please note that “minus” and “plus” grades are not used as final grades. There is no pass/fail grading option.

Course Outline

Lesson 1: The History of our Discipline

An introduction to concepts that served as the foundation for interest in what would come to be known as “Psychology”. Brief introduction to the thoughts of the Ancient Greek Philosophers.

Lesson 2: Nine basic issues in the History of Psychology

No matter the time period in the history of psychology, nine basic issues (consider them basic questions) have been at the heart of the science. An understanding of these basic issues allows one to truly understand the different schools of thought and different questions that have been asked throughout the history of psychology.

Lesson 3: The Birth of Psychology in Ancient Greece (Introduction)

An introductory look at the birth of psychology in ancient Greece. Foundation questions are explored that will be studied in-depth in future lessons.

Lesson 4: The Ancient Greek Philosophers (In-Depth)

Explore Socrates, Plato and Aristotle (as well as antecedent influences on these great thinkers) in-depth and learn how they would answer those nine questions (issues) from Lesson 2.

Exam 1

Lesson 5: The Mind-Body Problem

The most important of the basic issues that influenced the history of psychology is explored, in-depth, in this lesson.

Lesson 6: British Empiricism

With the rise of British Empiricism, the mystical approaches to thinking about human nature begin to give way to more scientific methods. Learn how these scientific methods set the foundation for psychology as a science AND the move of psychology to America.

Lesson 7: Structuralism

European “psychologists” become interested in how the structures of the brain relate to consciousness. The question is NOT how the mind works but what parts of the brain accomplish what tasks?

Lesson 8: Functionalism

American Psychologists begin to question the importance of studying structures WITHOUT any effort to understand function. The key question centers around how the brain works to allow the human being to function in an ever-changing world.

Exam 2

Lesson 9: Theories of Evolution

Though controversial, theories of evolution make sense in the context of thinking about change. If the same species exist at different places in the world and have different characteristics well-suited to differences in those environments, how did those differences come to be?

Lesson 10: Behaviorism

How does learning occur? According to the behaviorists, and especially B.F. Skinner, learning occurs primarily through patterns of reinforcement and punishment.

Lesson 11: Gestalt Psychology

“Gestalt” means “whole or form” and became a primary issue in the work by many individuals studying perception. The primary question is how do we take sensory information and translate that into perceptions. When someone sees a flock of birds flying, how does that person perceive them as a “flock” and not just individual birds?

Lesson 12: Psychoanalysis and Humanism

Psychology takes a major turn away from attempting to understand how the “average” person understands and deals with the world and toward an understanding of abnormality and psychological disorders and mental illness.

Exam 3

Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services \(http://www.ods.txstate.edu/\)](http://www.ods.txstate.edu/), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning \(http://www.correspondence.txstate.edu/\)](http://www.correspondence.txstate.edu/) at [corrstudy@txstate.edu \(mailto:corrstudy@txstate.edu\)](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Texas State Academic Honor Code

The Texas State Academic Honor Code serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. The Honor Code applies to all Texas State students, including correspondence students. As stated in the Texas State [Student Handbook \(http://www.dos.txstate.edu/handbook.html\)](http://www.dos.txstate.edu/handbook.html),

"As members of a community dedicated to learning, inquiry and creation, the students, faculty and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor and shun mediocrity, special requests and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity...."

Academic work means the preparation of an essay, thesis, report, problem, assignment, or other project that is to be submitted for purposes of grade determination.

Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Cheating means engaging in any of the following activities:

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- Copying from another student's test paper, laboratory report, other report or computer files, data listing, programs, or from any electronic device or equipment.
- Using, during a test, printed, audio, or electronic materials not authorized by the person giving the test.
- Collaborating, without authorization, with another person during an examination or in preparing academic work.
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test.
- Substituting for another student, or permitting another person to substitute for oneself in taking an examination or preparing academic work.
- Bribing another person to obtain an unadministered test or obtaining information about an unadministered test.
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other assignment prepared by another individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist.
- Submitting the same essay, thesis, report, or other project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in another course.
- Falsifying data.

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Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written, oral, visual, or original performative work that is offered for credit.

Collusion means the unauthorized collaboration with another person in preparing any work offered for credit.

Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course content.

FREE TUTORING RESOURCES

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's [Free Tutoring \(http://www.correspondence.txstate.edu/students/tutoring.html\)](http://www.correspondence.txstate.edu/students/tutoring.html) page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the [Student Learning Assistance Center \(SLAC\) \(http://www.txstate.edu/slac/\)](http://www.txstate.edu/slac/) on the fourth floor of Alkek Library

Psychology Department Policy

The Texas State Psychology Department has also adopted a policy on academic honesty, which applies to correspondence students as well as to on-campus students. As the policy states,

The study of psychology is done best in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors includes:

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- passing off others' work as one's own;
- copying off of another person during an examination;
- signing another person's name on an attendance sheet;
- in written papers, paraphrasing from an outside source while failing to credit the source or copying more than four words in sequence without quotation marks and appropriate citation.

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The Psychology Department faculty believe that appropriate penalties for academic dishonesty include an "F" in the course and/or prosecution through the Student Justice System.
