



# On-Campus Course Syllabus

## PSY 205 L00.A

### History of Psychology

### Fall 2020

#### Class Information

**Day and Time:** Wednesdays 12:15 to 1:30; 1:45 to 3:00

**Room Number:** E201

#### Contact Information

**Instructor Name:** Steve Hunter

**Instructor Email:** shunter@criswell.edu

**Instructor Phone:** 214-818-1371

**Instructor Office Hours:** Tuesdays 8:30 to 10:30am; Thursdays 11 to 1pm, Appointments can be conducted using virtual video platform or phone

#### Course Description and Prerequisites

A historical survey and development throughout the centuries with special emphasis placed on the Christian's view of the mentally ill and the ways in which they were treated. (Prerequisite may be taken concurrently: PSY 101).

#### Course Objectives

At the end of this course, students should be able to:

1. Demonstrate a knowledge of the birth of psychology and the influences of Greek and Roman philosophy.
2. Examine the beginnings of modern science and philosophy and their impact on the development of early psychology.
3. Evaluate the early diagnosis, explanation, and treatment of mental illness.
4. Identify the various schools of psychology and central theories in their historical and philosophical context.
5. Understand how modern psychology is rooted in historical and social influences of the past 100 years.
6. Demonstrate an understanding of the integration of theology with psychology in forming a Christian, biblical worldview of psychology for the 21st century.

#### Required Textbooks

Hergenhahn, B.R., & Henley, T (2013). An introduction to the history of psychology, (7th ed.). Belmont, CA: Wadsworth Press. 978-1133958093

#### Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend on the completion of a Mid-term Exam.

2. Twenty-five percent (25%) of the student's grade will depend on the completion of a comprehensive final exam.
3. Twenty-five percent (25%) of the student's semester grade will depend on the completion of an individual Research Paper and Presentation on the topic of the History of Psychology that must be approved by the Professor. The paper should have a minimum of eight to 10 different sources (books and reputable journals related to the History of Psychology). The paper will be approximately eight to ten pages according to APA Style and Format. The student will then be required to present on his/her topic for approximately 30 minutes allowing for a time for questions at the conclusion of the presentation. On the assigned date of the presentation, the student will send an electronic copy of the Research Paper in MS Word to the professor. No late Research Papers will be accepted. The Presentation is to flow from the main points, thoughts, insights, and conclusions from the student's research.

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA Style and Format. The following links provide an in-depth overview of APA Style and Format requirements (Link 1), an APA Style Rubric (Link 2), and a Critical Thinking Rubric (Link 3) that will be used as part of the overall grade for the Research Paper and Presentation Project:

<https://owl.english.purdue.edu/owl/resource/560/01/> (APA Style and Format, and Sample Paper)

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

In addition, some general questions to keep in mind when writing the Research Paper and preparing for the Presentation are the following:

- Introduction: \_\_\_\_ (10 pts.) Does the paper have a clear introduction? For example, does the paper address some of the interesting history, current events, and/or statistics regarding the topic? In other words, does the student provide a unique perspective and introduction of his/her chosen topic?
- Body of the Paper: \_\_\_\_ (20 pts.) Does the student's paper address the most important contributions, key concepts, key principles, key theories, and/or key hypotheses of the topic selected? Does the student's research include quality resources—both books and journal articles (as opposed to sources retrieved from the internet)? Are these resources cited according to APA style throughout the body of the paper and also cited on the Reference page at the conclusion of the paper? Are the writer's thoughts clear and easy to follow throughout the body of the paper?
- Analysis/Argumentation \_\_\_\_ (20 pts.) Does the student explore, understand, analyze, and synthesize his/her opinions and thoughts in comparison with the Experts in the field and their research (in third person)?
- Conclusion: \_\_\_\_ (15 pts.) Does the conclusion summarize the key insights and principles to keep in mind? Does the writer address the most important implications for mental health professionals, minister, and/or teachers as a result of this research?
- Grammar and Style \_\_\_\_ (10 pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page,

a table of contents, and a Reference page according to APA Style and Format? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered according to APA style?

- Presentation: \_\_\_\_\_ (25 pts.) Does the presentation cover the main points of the topic in an interesting and engaging way? Was the student creative in the presentation of the material? Did the student begin and end the presentation in a timely fashion? On the assigned date of the presentation, did the student send an electronic copy of the Research Paper in MS Word, a copy of the PowerPoint, and handout to the professor?
4. Twenty-five percent (25%) of the student's semester grade will depend on regular class attendance, class participation, 4 quiz grades throughout the course of the semester, based on the assigned reading and lectures. Quizzes can be unannounced to encourage class attendance. In order to receive full credit for this grade requirement for the course, students must not only attend class, but also participate in class.

## Course/Classroom Policies and Information

Students in this class will be allowed 2 absences. A third absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade, "F" for the course. As mentioned earlier, no late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time. Scores on the Quizzes, the Midterm and Final Exam, and the Research Paper will not be accepted after the due dates in the Syllabus.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week	Date	Learning Opportunities
1	8/19	Introductions, Syllabus Review A brief look at the question: Is Psychology a Science? (Chapter 1 Hergenhahn and Henley)

2	8/26	Ancient Greece (Chapter 2 Hergenhahn and Henley)
3	9/2	Rome and Middle Ages (Chapter 3 Hergenhahn and Henley) Quiz 1
4	9/9	Rome and Middle Ages (cont'd) (Chapter 3 Hergenhahn and Henley)
5	9/16	Renaissance Science and Philosophy (Chapter 4 Hergenhahn and Henley)
6	9/23	American Psychology Quiz 2
7	9/30	Behaviorism Chapter 12 Hergenhahn and Henley
8	10/7	Behaviorism (cont'd) Review for Mid Term Exam
9	10/14	Mid Term Exam
10	10/21	Introduction of Today's Psychology
11	10/28	Today's Psychology (cont'd) Quiz 3
12	11/4	Research and Writing Day
13	11/11	Positive Psychology Martin Seligman
14	11/18	Everett Worthington Forgiveness The REACH Model of Forgiveness Quiz 4
15	11/23- 11/27	Spring Break
16	12/2	Student Presentations Review for Final Exam
17	12/7- 12/11	Finals Week

## Selected Bibliography

Beck, J., & Demarest, B. (2005). *The human person in theology and psychology: A Biblical anthropology for the twenty-first century*. Grand Rapids, MI: Kregel Publications.

Gorsuch, R. (2002). *Integrating psychology and spirituality?* Westport, CT: Praeger.

Howard, E. (2008). *The Brazos introduction to Christian spirituality*. Grand Rapids, MI: BrazosPress.

Johnson, E.L. (1997). Christ, the Lord of psychology. *Journal of Psychology and Theology*, 25(1), 11-27.

Johnson, E. L., & Myers, D. G. (2010). *Psychology & Christianity: Five Views* (2nd ed.). Downers Grove, IL: IVP

Academic.

- Koenig, H. (2009). Research on religion, spirituality, and mental health: A review. *The Canadian Journal of Psychiatry*, 54, 283-291.
- McGrath, Alister E. (2010). *The passionate intellect: Christian faith and the discipleship of the mind*. Downers Grove, IL: InterVarsity Press.
- McMinn, Mark R. (2008). *Sin and grace in Christian counseling: An integrative paradigm*. Downers Grove, IL: InterVarsity Press.
- Pargament, K. (1997). *The psychology of religion and coping: Theory, research, and practice*. New York, NY: The Guilford Press.
- Seybold, K., & Hill, P. The role of religion and spirituality in mental and physical health. *Current Directions in Psychological Science*, 10, 21-24.
- Sperry, L., & Mansager, E. (2007). The relationship between psychology and spirituality: An initial taxonomy for spiritually oriented counseling and psychotherapy. *The Journal of Individual Psychology*, 63, 360-370.
- Tan, Siang-Yang and W. Brad Johnson. "Spiritually Oriented Cognitive-Behavioral Therapy." In *Spiritually Oriented Psychotherapy*. Edited by Len Sperry and Edward P. Shafranske. Washington, DC: American Psychological Association, 2005.



## On-Campus Course Syllabus

### ADDENDUM FOR FA-20

PSY 205 L00.A

## History of Psychology

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

### Course Requirements and Assignments

5. Twenty-five percent (25%) of the student's semester grade will depend on the completion of a Mid-term Exam. **No change to this requirement**
6. Twenty-five percent (25%) of the student's grade will depend on the completion of a comprehensive final exam. **No change to this requirement**
7. Twenty-five percent (25%) of the student's semester grade will depend on the completion of an individual Research Paper and Presentation on the topic of the History of Psychology that must be approved by the Professor. The paper should have a minimum of eight to 10 different sources (books and reputable journals related to the History of Psychology). The paper will be approximately eight to ten pages according to APA Style and Format. The student will then be required to present on his/her topic for approximately 30 minutes allowing for a time for questions at the conclusion of the presentation. On the assigned date of the presentation, the student will send an electronic copy of the Research Paper in MS Word to the professor. No late Research Papers will be accepted. The Presentation is to flow from the main points, thoughts, insights, and conclusions from the student's research.

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<https://owl.english.purdue.edu/owl/resource/560/01/> (APA Style and Format, and Sample Paper)

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)



In addition, some general questions to keep in mind when writing the Research Paper and preparing for the Presentation are the following:

Introduction: \_\_\_\_\_ (10 pts.) Does the paper have a clear introduction? For example, does the paper address some of the interesting history, current events, and/or statistics regarding the topic? In other words, does the student provide a unique perspective and introduction of his/her chosen topic?

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8. Twenty-five percent (25%) of the student's semester grade will depend on regular class attendance, class participation, 4 quiz grades throughout the course of the semester, based on the assigned reading and lectures. Quizzes can be unannounced to encourage class attendance. In order to receive full credit for this grade requirement for the course, students must not only attend class, but also participate in class. **No change to this requirement**

## **Remote Class Sessions: Identity and Participation Verification**

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, synchronous learning will be required. Students will be required to verify their identity and their ongoing participation through completing all requirements for the course in a timely fashion. Students will be required to participate in weekly Discussion Boards posted in CANVAS each Monday morning. All Discussion Board requirements must be completed by Friday midnight of each week. Finally, will be required to attend and participate in regular ZOOM Meetings. Students will be required to turn on their video at the beginning until the end of each of ZOOM session.