



On-Campus Course Syllabus

PSY 205

History of Psychology

Fall 2022

Class Information

Day and Time: Mondays and Wednesdays 3:15 to 4:30

Room Number: E201

Contact Information

Instructor Name: Dr. Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-818-1371

Instructor Office Hours: M/W 9:00 to 11:00am and by appointment

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

Hergenbahn, 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 percent (20%) of the student's semester grade will depend upon the completion of a Midterm exam. The first part of the exam will focus upon key terms and concepts. The second part of the exam will focus on Essay Questions to demonstrate understanding, critical thinking, and synthesis.
2. Twenty percent (20%) of the student's grade will depend upon the completion of a Comprehensive Final Exam. The first part of the exam will focus upon key terms and concepts. The second part of the exam will focus on Essay Questions to demonstrate understanding, critical thinking, and synthesis.
3. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Paper on one of the "Greatest and Most Influential Psychologists" in the History of Psychology of the student's choosing. Students will need to have approval from the Professor of Record regarding their selection. **Research Topics are due by the third week of class.** In addition, this requirement will include a 30 to 40-minute presentation of the highlights of their research followed by a time for questions and answers.

The minimum number of resources for the Research Paper is five reputable Journal Articles and Books, as opposed to "research" retrieved from the internet. One source can include the textbook assigned for the class. The body of the paper will be approximately five to seven, double-spaced pages according to APA Style and Format. This does not include your Title Page and Reference Pages.

A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, students are to maintain a basic structure according to APA style. For example, the following questions and suggestions can help provide guidance:

- Introduction: _____ The introduction to the paper addresses current statistics, current events, and/or current research regarding the student's "Most Influential Psychologist of Choice" to appropriately introduce and grab the reader's attention? The writer defines key terms and concepts related to the topic. The writer provides an overall structure, and purpose for writing the paper (objectives) in the Introductory section of the paper.
- Body of the Text: _____ Does the paper address the most important dimensions and key concepts regarding the topic from appropriate sources, i.e., reputable books and Journal Articles (not cut and pasted from the Internet)? Are these resources cited throughout the body of the paper according to APA style? Does the student link together his/her thoughts throughout the paper? Is there a logical flow of thought? Does the student use third person throughout the paper instead of using first person? Are there transition sentences that link paragraphs to paragraphs and major sections to major sections?
- Conclusion and Implications: _____ Did the student provide a summary of the key main points and provide practical suggestions/implications for counselors, teachers, and/or ministers? In other words, did students adequately and effectively answer the "So what?" question in the conclusion?
- Grammar and Style _____ Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style?

The following rubrics will also be used to evaluate the research 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)

As mentioned, students will give a 30 to 40-minute presentation. Students will share the main highlights of their Research Paper and create a PowerPoint and handout to accompany their presentation. Students will also leave time at the end of the presentation for a time of questions and answers. **It is important to note that the Research Paper is due before class on the day students are assigned to present. The date students will present will be included in the Course Schedule and Calendar section of the syllabus after the third week of class when topics are due.**

4. Twenty percent (20%) of the student's grade will depend on a Personal Interview with a practicing Psychologist or Licensed Professional Counselor in the field. A three to five-page, double-spaced Reflection Paper will also be due as part of this assignment. The purpose of the interview is to explore the History of Psychology from a recent and professional perspective. Questions might include:
 - Share about your personal history in the field of psychology or counseling?
 - What are the most significant changes you have seen in the profession since you first began?
 - How have these changes impacted you both personally and professionally?
 - What do you see as the biggest changes in the future?
 - If history repeats itself, what advise would you give me to help avoid some of the pitfalls you have experienced?
 - Who is your role model in the field of Mental Health? And why?
 - Any additional questions proposed by the student.

5. Fifteen percent (15%) of the student's grade will depend on regular class attendance, class participation, and 4 quiz grades throughout the course of the semester. Some of the quizzes will be unannounced to encourage class attendance and to encourage students to stay up with the assigned reading. In addition, a final quiz (Quiz #5) will be a subjective grade by the Professor based on participation, professional disposition, and attitude. This subjective grade will be assessed at the conclusion of the semester. Hence, in order for students to receive full credit for this requirement, students must not only attend class they must also participate in class.

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.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for

communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. 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 or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	8/15 & 17	8/15 Introductions, Syllabus Review 8/17 Introduction to the Course
2	8/22 & 8/24	Ancient Greece (Chapters 1 & 2 Hergenhahn & Henley)
3	8/29 & 31	8/29 Rome and Middle Ages (Chapter 3 Hergenhahn & Henley) 8/31 Quiz 1 Introduction/Ancient Greece posted in CANVAS Rome and Middle Ages (cont'd) (Chapter 3 Hergenhahn & Henley)
4	9/5 & 9/7	9/5 Labor Day 9/7 Renaissance Science and Philosophy (Chapter 4 Hergenhahn & Henley) Research Topic is Due
5	9/12 & 9/14	Renaissance Science and Philosophy (cont'd)

		(Chapter 4 Hergenhahn & Henley) 9/14 Quiz 2 Renaissance posted in CANVAS
6	9/19 & 9/21	Introduction to American Psychology (Chapter 11 Hergenhahn & Henley)
7	9/26 & 9/28	9/26 American Psychology (cont'd) (Chapter 11 Hergenhahn & Henley) 9/28 Behaviorism (Chapter 12 Hergenhahn & Henley) Review for Midterm Exam
8	10/3 & 10/5	Mid Term Exam
9	10/10-10-14	Student Development Week
10	10/17 & 10/19	10/17 Behaviorism (cont'd) (Chapter 12 Hergenhahn & Henley) 10/19 Quiz 3 Behaviorism posted in CANVAS
11	10/24 & 10/26	Psychoanalysis (Chapter 16 Hergenhahn & Henley) Last day to drop the course
12	10/31 & 11/2	10/31 Today's Psychology (Chapter 20 Hergenhahn & Henley) 11/2 Quiz 4 Psychoanalysis posted in CANVAS
13	11/7 & 11/9	Today's Psychology (cont'd) (Chapter 20 Hergenhahn & Henley)
14	11/14 & 11/16	Research and Writing Days
15	11/21-11/25	Fall Break
16	11/28 & 11/30	Research Papers are due on the day you present Student Presentations Review for Final Exam
17	12/5 & 12/9	Finals Week

Selected Bibliography

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