

Syllabus for
PSY 354--History and Systems of Psychology
3 Credit hours
Spring 2008

I. COURSE DESCRIPTION

A study of major systems of psychology in historical perspective, with a view to discovering relationships between theory and empirical data.

Prerequisite: PSY 201

At least two other courses in psychology desirable, and the humanities sequence.

This course endeavors to round out a Christian liberal education by a detailed knowledge of the major historical figures and movements involved in the history of the science of behavior.

Attention is therefore given to the dual heritage of psychology from philosophy and physiology, and the important philosophical and moral issues involved.

II. COURSE GOALS

The student who successfully completes this course will have detailed knowledge of the history of this science, be able to articulate a Christian perspective on the history of this particular science, and have a grasp of the many issues involved in the study and applied practice of the science of behavior.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

The student who successfully completes this course will be able to do the following:

- A. Identify and articulate the premises and philosophical assumptions upon which contemporary psychology is based.
- B. Cite and evaluate the major historical events, ideas, and movements that shaped and gave rise to contemporary psychology.
- C. Identify the major historical figures who made important contributions to the development of psychology.
- D. Articulate and take an informed Christian position on the enduring questions, issues, and dilemmas that have plagued humanity throughout the histories of philosophy and psychology.
- E. Identify and take an informed Christian position upon the special problems associated with psychology as science applied to humanity.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbook:

Hergenbahn, B.R. (2005). *An introduction to the history of psychology*. (5th Ed.). Belmont, CA: Thomson Wadsworth.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education ePortfolio Handbook and the departmental handbook for the student's major.

C. Course Policies and/or Procedures

1. Evaluation Procedures

- a. The student's evaluation is based on the following:

Presentation	150
Essays (5)	150
Unit exams (3)	300
Final exam	<u>100</u>
Total Points	700

The following grade scale applies:

A = 630 - 700 points

B = 560 - 629

C = 490 - 559

D = 420 - 489

F = below 420

- b. Due Dates

- (1) All assignments are due at the beginning of class on their respective due dates.
- (2) Major assignments (including exams) turned in after the due date are penalized at the rate of 10 percent per late day. Weekends count as one late day.
- (3) Minor assignments (20 points or less) are penalized 50 percent if turned in one day late and are not accepted after that.

2. ePortfolio Requirements

- a. A group presentation on a major school of thought utilizing PowerPoint is submitted electronically to the students' ePortfolio upon the students' completion and group presentation of the project.
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. Other Policies and Procedures
- a. Course Structure--The course utilizes two class sessions per week and will incorporate a variety of teaching formats.
 - b. Examinations--Three unit exams and a comprehensive final will be given. They will consist primarily of multiple-choice questions, although short-answer and/or essay questions may also be utilized. Unit exams are worth 100 points each. The final exam is worth 100 points.
 - c. Presentation—Each student will be expected to complete a major project worth 150 points. Details of this assignment will be furnished during the first week of class.
 - d. Other requirements: Five essays will be assigned during the course of the semester, and will count 30 points each, for a total of 150 points.
 - e. Missed Exams
 - (1) All missed exams must be made up by the end of the week following the originally scheduled exam.
 - (2) Excused Misses: No fees or points are deducted for legitimate excuses from administration, physician, nurse, or professional counselor.
 - (3) Unexcused Misses: Points will be deducted as specified above.
 - f. Cheating/Plagiarism
 - (1) Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
 - (2) Students suspected of plagiarism receive no points for that written assignment with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
 - (3) All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
 - g. Changes--Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
 - h. Office hours are posted on the instructor's door and are announced in class. If students cannot make the posted hours, they can see the instructor after class or leave a message on voice mail with contact times. Appointments are arranged.
 - i. Students are expected to attend classes and to participate in class activities and discussion. Consequently, the student who has one or two unexcused absences receives no point penalties. The student who has more than two unexcused absences receives a five-point deduction from his or her final score for each absence beyond two.
 - j. Two tardies are treated as one unexcused absence.
 - k. An excused absence consists of administration excuses for required University activities or written verification of the student's inability to attend class and/or complete assignments provided by a physician, counselor, or pastor. This written

verification by a professional must include his/her rationale for the absence and/or the inability to complete assignments.

VI. COURSE CALENDAR

The following is a tentative course calendar, subject to change if required by university scheduling, additional time required on a particular chapter, or other unforeseen events. Any changes to this calendar will be announced in class well in advance.

<u>Week</u>	<u>Subject</u>	<u>Text</u>
1	Introduction to course and policies; Questions in psychology	Ch. 1
2	Greek philosophers; Faith & reason	Ch. 2, 3
3	Renaissance; Empiricism; Rationalism	Ch. 4, 5, 6
4	Review; Test over chapters 1-6	
5	Romanticism & existentialism; Early experimental approaches	Ch. 7, 8
6	Early experimental approaches; Darwinian influences	Ch. 9, 10
7	Functionalism; Test over chapters 7-11	Ch. 11
8	Behaviorism presentations	Ch. 12, 13
9	Behaviorism lecture; Behaviorism video	Ch. 12, 13
10	Gestalt psychology; Freud presentation	Ch. 14, 16
11	Psychodynamic presentation; Psychodynamic lecture	Ch. 16, 17
12	Psychodynamic video; Humanistic/existential presentation	Ch. 18
13	Humanistic/existential lecture & video	Ch. 18
14	Test over chapters 12-14, 16-18; Postmodern influences	Ch. 21
15	Conclusion; Review for final	

Course Inventory for ORU's Student Learning Outcomes

PSY 354 History and Systems of Psychology Fall 2007

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation				X
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

(Revised 1/15/04)