Course Description

This course explores the historical, philosophical, and scientific roots of modern psychology, including the people, cultural aspects, and events that shaped the evolution of psychology.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the importance of studying the history of psychology.
2. Differentiate between internal and external history, personalistic and naturalistic approaches, and primary and secondary sources.
3. Understand the general “past” of psychology (i.e., philosophical roots).
4. Describe the role of Rene Descartes in psychology’s evolution and his major contributions (i.e., reflex).
5. Explain the major contributions and perspectives of other British empiricists, including George Berkeley, David Hume, and David Hartley.
6. Analyze Charles Darwin’s major contributions to science, as well as the context in which these were established.
7. Describe the key events and persons involved in establishing psychology in the United States.
8. Explain key points from William James’ “Principles of Psychology,” including his views on the definitions of psychology, consciousness, habits, emotions, and methodologies in psychology.
9. Outline the major issues facing women and minority group members pursuing psychology degrees in the United States during the late 19th and early 20th centuries.
10. Summarize the major achievements and contributions of Ivan Pavlov, John Watson, Edward Tolman, and B.F. Skinner within behaviorism.
11. Explain how major areas of psychology (e.g., behaviorism, cognitive psychology, humanistic psychology, clinical psychology) emerged and the context surrounding each.
12. Describe how the Enlightenment period impacted the treatment of mental illness, the Asylum Movement, and early reforms of asylums.
13. Analyze the strengths and limitations of Franz Anton Mesmer’s contributions to the field.
14. Describe Sigmund Freud’s background, including his early life and education, early psychoanalysis and its major aspects, and the evolution of psychoanalysis.
15. Summarize the evolution of clinical psychology and mental illness treatment in the United States.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook or other resources. Suggested Readings are provided in the Unit II, IV, and V study guides to aid students in their course of study. The readings themselves are not provided in the course, but students are encouraged to
read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.

4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I, II, IV, V, and VII to aid students in their course of study.

5. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Student Resources link listed in the Course Menu bar.

6. **Unit Assessments:** This course contains seven Unit Assessments, one to be completed at the end of Units I-V, VII, and VIII. The Unit I-V and VII Assessments are composed of written response questions. The Unit VIII Assessment is composed of multiple-choice questions.

7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units IV and VI. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

8. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of written response questions.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit IV PowerPoint Presentation**

Create a 12- to 15-slide PowerPoint presentation that addresses the following key points:

- Provide an introduction to William James, including relevant background details.
- Describe his major contributions.
- Discuss his views on three topics (choose any three, such as his views on stream of consciousness, emotions, or introspection).

You are required to follow the APA guidelines and use at least three references including your textbook.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Article Critique**

Visit the CSU Online Library Academic OneFile database to find the following article.

Ledoux, S. F. (2012). Behaviorism at 100: Over its second 50 years, the study of behavior evolved to become a discipline, behaviorology, independent of psychology. *American Scientist, 100*(1), 60+.

In an essay of at least 500 words, address the following items. Make sure to elaborate fully on your main ideas, providing supporting details and explanations.
• Summarize three to five major points from the article.
• Evaluate the claim of the paper, that behaviorism has evolved into a distinct field, separate from psychology.
  o Summarize the basis on which the author makes this claim.
  o Evaluate the strength of the arguments, and identify any weaknesses or limitations to these arguments.
• Describe your own interpretations and opinions regarding the major claims the author makes.
• Choose one of the major contributors to behaviorism discussed in this unit (e.g., Watson, Hull, or Skinner), and consider how this person would have viewed this new discipline of behaviorology.

Format your paper using APA style. Use your own words, and include citations and references as needed to avoid plagiarism.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.**

**Final Examination Guidelines**

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed Internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.
You are permitted four (4) hours to complete this exam in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensils, and a calculator, if necessary, are allowed when taking proctored exams. Other materials are not permitted unless specified in the examination instructions and only the sources identified in the instructions may be used as source material.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Discussion Boards (8 @ 2%)</td>
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<tr>
<td>Unit Assessments (I-V, &amp; VII @ 7%)</td>
<td>42%</td>
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<tr>
<td>Unit VIII Assessment</td>
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<td>Unit IV PowerPoint Presentation</td>
<td>10%</td>
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<td>Unit VI Article Critique</td>
<td>12%</td>
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<td>Final Exam</td>
<td>15%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  Introduction to the History and Systems of Psychology

| Review: | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| Read: | Chapter 1: Introducing Psychology's History |
| Discuss: | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | Assessment by Tuesday, 11:59 p.m. (Central Time) |

### Unit II  Philosophical Roots of Modern Psychology

| Review: | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| Read: | Chapter 2: The Philosophical Context  
Suggested Reading: See Study Guide |
| Discuss: | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | Assessment by Tuesday, 11:59 p.m. (Central Time)  
Proctor Approval Form |

### Unit III  Psychological Beginnings and the Emergence of a New Psychology

| Review: | Unit Study Guide |
| Read: | Chapter 3: The Physiological Context: Early Research on the Nervous System  
Chapter 4: Wundt and German Psychology |
| Discuss: | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | Assessment by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:
## Unit IV  Evolutionary Thinking and American Pioneers

### Review:
- [ ] Unit Study Guide
- [ ] Learning Activities (Non-Graded): See Study Guide

### Read:
- [ ] Chapter 5: Darwin's Century: Evolutionary Thinking
- [ ] Chapter 6: American Pioneers
- [ ] Suggested Reading: See Study Guide

### Discuss:
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit:
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)
- [ ] PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)

## Unit V  America's New Psychology

### Review:
- [ ] Unit Study Guide
- [ ] Learning Activities (Non-Graded): See Study Guide

### Read:
- [ ] Chapter 7: Structuralism and Functionalism
- [ ] Chapter 8: Applying the New Psychology
- [ ] Suggested Reading: See Study Guide

### Discuss:
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit:
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)

## Unit VI  Behaviorism in Psychology

### Review:
- [ ] Unit Study Guide

### Read:
- [ ] Chapter 10: The Origins of Behaviorism
- [ ] Chapter 11: The Evolution of Behaviorism

### Discuss:
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit:
- [ ] Article Critique by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:
### Course Schedule

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<th>Unit VII</th>
<th>The History of Mental Illness Treatment</th>
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<td><strong>Review:</strong></td>
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<td>- Request to take Final Exam</td>
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**Notes/Goals:**

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<th>Unit VIII</th>
<th>Clinical Psychology and Postwar Development</th>
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<td>- Chapter 13: Psychology’s Practitioners</td>
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