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 definition 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 Unit 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. Supplemental Readings are provided in the Unit V study guide to aid students in their course of study. Suggested Further Readings are listed in the Unit V study guide. 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. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

6. **Unit Assessments:** This course contains five Unit Assessments, one to be completed at the end of Units I, III-V, and VII. Assessments are composed of written response questions.

7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II, 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 multiple-choice and 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**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU's virtual librarians by emailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the email address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, and meeting room appointments, as well as other forms of instruction.

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**Unit Assignments**

**Unit II Article Review**


Click [here](http://go.galegroup.com/ps/i.do?id=GALE%7CA282513005&v=2.1&u=oran95108&it=r&p=AONE&sw=w) to access a PDF of the article.

Students should read and summarize the article below, addressing the following key points:

1. Summarize the background information that the author provides.
2. Summarize the author’s main propositions and/or claims.
3. Explain the author’s rationale for these propositions or claims.
4. Analyze the validity of these claims (i.e., how sound are his arguments?).
5. Present your own viewpoints on the topic. Support your viewpoint with supporting details and explanations.

Your review should be a minimum of 500 words. 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.
Unit IV PowerPoint Presentation

Create a 12- to 15-slide PowerPoint presentation including the following:

- An introduction to William James, including relevant background details.
- A description of his major contributions.
- A discussion of 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

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+. Retrieved from the Academic OneFile in The CSU Online Library
http://go.galegroup.com/ps/i.do?id=GALE%7CA287112109&v=2.1&u=oran95108&it=r&p=AONE&sw=w

Click here to access a PDF of the article.

Address the following in an essay, which should be a minimum of 500 words. 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.
  - Summarize the basis on which the author makes this claim.
  - Evaluate the strength of these 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

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guide” is available for you to download from the APA Guide link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document includes examples and sample papers and provides links to The CSU Success Center and the CSU Online Library staff.

Blackboard Grading Rubrics

Assignment Rubrics

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools”
button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

CSU Grading Rubrics for Papers/Projects and Assessments

The Learning Resource area of the myCSU Student Portal provides the rubrics, and information on how to use them, for written response questions in Unit Assessments, and Research Papers/Projects.

The course writing assignments will be graded based on the CSU Grading Rubric for all types of writing assignments, unless otherwise specified within assignment instructions. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions.

To view the rubrics, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

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.

http://mycsu.columbiasouthern.edu

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 utensil, and a calculator, if necessary, are allowed when taking proctored exams.

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.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

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>Percentage</th>
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<tbody>
<tr>
<td>Unit Assessments (5 @ 8%)</td>
<td>40%</td>
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<tr>
<td>Unit II Article Review</td>
<td>10%</td>
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<tr>
<td>Unit IV PowerPoint Presentation</td>
<td>10%</td>
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<tr>
<td>Unit VI Article Critique</td>
<td>15%</td>
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<tr>
<td>Final Exam</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

- **Submit:**
  - [ ] Assessment

**Notes/Goals:**

### Unit II  
**Philosophical Roots of Modern Psychology**

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

- **Read:**
  - [ ] Chapter 2: The Philosophical Context
  - [ ] Supplemental Reading: See Study Guide

- **Submit:**
  - [ ] Article Review
  - [ ] Proctor Approval Form

**Notes/Goals:**

### 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

- **Submit:**
  - [ ] Assessment

**Notes/Goals:**
<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Evolutionary Thinking and American Pioneers</th>
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<tbody>
<tr>
<td>Review:</td>
<td>- Unit Study Guide&lt;br&gt;- <strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<td>Read:</td>
<td>- <strong>Chapter 5:</strong> Darwin’s Century: Evolutionary Thinking&lt;br&gt;- <strong>Chapter 6:</strong> American Pioneers</td>
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<tr>
<td>Submit:</td>
<td>- <strong>Assessment</strong>&lt;br&gt;- PowerPoint Presentation</td>
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<td>Notes/Goals:</td>
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<th>America’s New Psychology</th>
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<td>Review:</td>
<td>- Unit Study Guide&lt;br&gt;- <strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<td>Read:</td>
<td>- <strong>Chapter 7:</strong> Structuralism and Functionalism&lt;br&gt;- <strong>Chapter 8:</strong> Applying the New Psychology&lt;br&gt;- <strong>Supplemental Reading:</strong> See Study Guide</td>
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<tr>
<td>Submit:</td>
<td>- <strong>Assessment</strong></td>
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<tr>
<td>Read:</td>
<td>- <strong>Chapter 10:</strong> The Origins of Behaviorism&lt;br&gt;- <strong>Chapter 11:</strong> The Evolution of Behaviorism</td>
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<td>Submit:</td>
<td>- <strong>Article Critique</strong></td>
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<td>Notes/Goals:</td>
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### PSY 3019, History and Systems of Psychology

<table>
<thead>
<tr>
<th>Unit VII</th>
<th>The History of Mental Illness Treatment</th>
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</table>
| **Review:** | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| **Read:** | Chapter 12: Mental Illness and Its Treatment |
| **Submit:** | Assessment  
Request to take Final Exam |

Notes/Goals:

<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>Clinical Psychology and Postwar Development</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>Unit Study Guide</td>
</tr>
</tbody>
</table>
| **Read:** | Chapter 13: Psychology’s Practitioners  
Chapter 14: Psychological Science in the Postwar Era |
| **Submit:** | Final Exam |

Notes/Goals: