Historical and Conceptual Foundations of Psychology

Instructor: David Polson, PhD  
Email: dpolson@uvic.ca  
Office / Hours: COR A214 / TBA  
Phone: 721-7525 (leave message)

Course Website: Accessible through CourseSpaces.

Lecture Room / Day, Time: Fraser 159 / TWF, 12:30-1:20

Teaching Assistant: Ryan Wong < rewong@uvic.ca >

Course Content

In this course, we focus on the history of modern psychology. Our interest is in the developing sequence of approaches that have defined the field over the years, as well as the times that influenced that development. This course will enable you to recognize the relationships among ideas, theories, and research efforts of various schools of thought and to understand how the different pieces of the psychology puzzle come together to form a coherent picture. This course is like a case study, an exploration of the people, events, and experiences that have made psychology what is it today.

Course Materials

(2) Supplemental Readings (available at course website)
(3) THINK FAST computer program (available at course website)

Course Overview

On “lecture” days, I will work through the answers to selected review questions from that day’s required reading (see Review Questions section), clarifying and supplementing the textbook material. Lectures will usually be accompanied by a lecture quiz (see Lecture Quizzes section) and/or a video quiz (see Video Quizzes section). Prior to most lectures, you are to complete a short online pre-class quiz corresponding to that day’s required reading (see Pre-Class Chapter Quizzes section). On “test” days, a THINK FAST assignment is due before class starts (see THINK FAST section); you will have the full class time (50 minutes) to write the test (see Tests section).

Course Components

Review Questions. These can be found at the back of each chapter in your textbook. Review questions are important because: (1) they are the focus of the lectures; (2) most of the items on the multiple choice section of tests are based on them; and (3) the essay section of each test is comprised (verbatim) of one of these review questions (see Tests section). For these reasons, when studying, I encourage you to write out the answers to the review questions.

Pre-Class Chapter Quizzes. On “lecture” days, a certain chapter from the textbook is assigned as required reading. At least 30 minutes prior to class you are required to complete an online quiz corresponding to that chapter, accessible at the course website. The answers to each quiz become available once its deadline expires. There are 15 chapter quizzes, each consisting of 5 true-false items with a 15-minute time limit. The lowest of the 15 scores will be dropped. Overall, this component counts 70 points toward your final grade.

Lecture Quizzes. During lectures, I will intermittently pause and pose a question about the material under discussion as part of the PowerPoint presentation. You will be required to write your answers on a sheet of paper. The protocol is informal in that comparing your answers with other students is fine. At the end of some (but not all) of these lectures I will collect your written work. There will be an opportunity to submit electronically instead. A score will be assigned out of 10, partly based on your attendance and partly based on your answers. Overall, this component counts 50 points toward your final grade.

Video Quizzes. Videos will be shown on some class days. Some videos will take up only part of lecture time, others all of it. The dates are not fixed, but possibilities are listed in the Class Schedule (see pages 4-6). Importantly, each video has an accompanying quiz, consisting of a dozen or so true-false items. These “video quizzes” are posted at the course website. If the Class Schedule indicates that a certain video could be shown on certain class days, then it is your responsibility to bring the accompanying quiz to class on those days. I will NOT be distributing the video quizzes in class.
As you watch the video, you are expected to answer the quiz items as the pertinent information is presented to you. If you are paying attention, this will be an easy task. The protocol is informal in that comparing your answers with other students is fine (but do so afterwards to avoid disruption while the video is playing). I will NOT be collecting your written answers. Still, this component is important because each test will include a sampling of items (verbatim) from video quizzes written since the last test. You will not find the answers to any of video quiz questions in the textbook. You must attend class to contact the relevant information.

THINK FAST. In order to think critically about the history of psychology, you need to be fluent with the basic facts and concepts. THINK FAST is a computerized flashcard program designed to help you in this regard. It includes six decks of cards, one deck per unit. Deck size varies from about 20 to 30 cards. In THINK FAST, after you select a deck, a session begins: the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. While there are several response options for learning the cards, you should work only in the Type Keyword mode. In this mode, flashcards are presented that are missing either the answer or a keyword or phrase, and you are required to type in the missing word(s).

Marks are assigned for practicing, and bonus marks are awarded for mastery. Specifically, for each deck, you will earn 10 points for practicing at least 15 sessions, totaling at least 30 minutes; you will also earn 2 bonus points if you achieve at least 5 sessions of mastery. The mastery criterion is at least 5 correct responses per minute with less than one incorrect response per minute. There is also an optional seventh deck called “210Bonus,” which contains all the cards for this course. If you achieve at least 15 sessions of mastery with this deck, you will earn 18 bonus points. Refer to the Class Schedule (pages 4-6) for the due date of each THINK FAST assignment. Overall, this component counts 60 points toward your final grade. In addition, you can earn up to 30 bonus points.

THINK FAST keeps a record of your scores on the disk. To be graded, you must upload a copy of your progress report through the appropriate link at the course website prior to the start of class on the day it is due. If, for some reason, you do not meet the deadline for properly submitting your THINK FAST progress report, all is not lost—there will be an opportunity to submit it later in the semester for part marks.

At the end of the course you may be asked to submit a file on your disk containing all your data (details to be announced in class). If the data in that file do not match the reports you submitted earlier, then this will be investigated further and the rules and regulations concerning cheating at UVic will apply. For more detailed information about THINK FAST, including how to prepare a copy of progress report and then upload it to the course website, see the document called “Using THINK FAST”, available at the course website.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with THINK FAST should have positive benefits for you beyond merely memorizing the definitions.

Supplemental Reading Quizzes. These five extra readings put you in contact with updated research and/or discussions of various topics mentioned in the textbook. Each reading and its accompanying quiz are available right from the start of the course, although it is probably best to wait until we cover the related material in the textbook before doing the reading and attempting the quiz. Links to the readings and the quizzes, along with further details, including deadlines, can be found at the course website. Overall, this component counts 100 points toward your final grade, with each quiz weighted equally.

Research Participation Bonus. Up to 30 bonus points of extra credit can be earned by participating in research projects posted on the Psychology Research Participation System website (http://uvic.sona-systems.com) (excluding projects restricted to PSYC 100 students). You will earn 5 bonus points for each 30 minutes (or portion thereof) of participation if you have the researcher complete and sign the top portion of the PSYC 210 Research Participation Form and you complete the lower portion and turn it in to me no later than April 4. To earn all 30 bonus points, you must participate in at least two different studies (i.e., a single 3-hour study is not acceptable). There is no penalty for not earning extra credit. The rationale for the extra credit policy is that participating gives you hands-on experience in psychological research, completing the form requires you to practice conceptual and writing skills relevant to this course, and participating gives you contact with upper-level students engaged in research. If you sign up to participate in a study, you MUST keep the appointment and be on time, and you MUST take with you a copy of the PSYC 210 Bonus Research Participation Form (available on the course website).
Tests. There are six tests, weighted equally, one for every unit (2-3 chapters) in the course. The tests are noncumulative in the sense that they are based only on the units covered since the last test. Each test will consist of:

1) ~30 multiple choice items, worth 1 mark each;
2) ~3 multiple choice items, worth 1 mark each, sampled verbatim from the video quizzes;
3) ~ 4 fill-in-the-blank items, worth ½ mark each, sampled verbatim from the THINK FAST items;
4) 1 essay item, worth 5 marks, sampled verbatim from one of the review questions.

Overall, the test component counts 720 points toward your final grade.

There is also an optional seventh test. You might consider this option if you did poorly on one of the earlier tests. Test 7 will sample items from all previous tests. It will include no questions about the videos. Your score on Test 7 will substitute for your lowest test score, unless it is the lowest score, in which case it won’t count.

If you miss a test for whatever reasons (medical, family emergency, etc.), then you must write Test 7 as your replacement. If you miss more than one test and follow the protocol in the Notes section, then a make-up test will be arranged for the remaining missed test(s). Make-up tests will be structured differently, consisting of a combination of several essay items (sampled verbatim from the review questions) and several true-false items (sampled verbatim from the video quizzes). Make-up tests will NOT include a multiple choice component.

Evaluation

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<tr>
<td>Pre-Class Chapter Quizzes (best 14 of 15)</td>
<td>70</td>
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<tr>
<td>Lecture Quizzes</td>
<td>50</td>
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<tr>
<td>THINK FAST (6)</td>
<td>60</td>
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<tr>
<td>Supplemental Reading Quizzes (5)</td>
<td>100</td>
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<td>Tests (6)</td>
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<td>TOTAL</td>
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<td>Bonus up to...</td>
<td>30</td>
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N grades

Students who attempt three or more tests will be considered to have completed the course and will be assigned a final grade. Anything less will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student’s GPA as 0. The maximum percentage that can accompany an N on a student’s transcript is 49.

Notes

- The multiple choice section of your tests will not be returned to you, but you can review it with me during my office hours. The essay section of your test will be returned to you.
- Your scores will be frequently updated on the course website. You should check them regularly to ensure that they have been recorded correctly.
- Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5 – 89.9, the grade will be rounded to 90. The rounding criteria will only be used on the final assignment of the letter grade.
- Assignments are due, and tests must be taken, on the date indicated in the Class Schedule. It is not fair for some students to do work later than others, unless there is a valid excuse. Therefore, except in cases meeting the criteria for an academic concession (see below), there will be zero credit and no make-up for any assignments or quizzes not turned in on time.
- Travel plans will not be accepted as an excuse.
- Students who do not complete requirements on schedule due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities) must contact me immediately upon their return to make arrangements for substitute work. Late contact (e.g., after the tentative final grades are posted) is unacceptable. Typically, I will require documentation of the circumstance. See Tests section concerning policy about make-up tests.
CLASS SCHEDULE

Jan 4 (W)  Introduction to course format

Jan 6 (F)  UNIT 1: Studying History; Philosophical Influences
- Required Reading: Schultz & Schultz (2016), Chapters 1, 2
  - Unit 1 Video Quizzes (only available online; bring to class)
    - Possible In-Class Lecture and/or Video Quiz

Jan 10 (T)  UNIT 1 (see above)
- Online: Chapter 1 Pre-Class Quiz
- Possible In-Class Lecture and/or Video Quiz

Jan 11 (W)  UNIT 1 (see above)
- Online: Chapter 2 Pre-Class Quiz
- Possible In-Class Lecture and/or Video Quiz

Jan 13 (F)  UNIT 1 (see above)
- Possible In-Class Lecture and/or Video Quiz

Jan 17 (T)  THINK FAST: Unit 1 assignment due
- Test 1

Jan 18 (W)  UNIT 2: Physiological Influences; The New Psychology; Structuralism
- Required Reading: Schultz & Schultz (2016), Chapters 3, 4, 5
  - Unit 2 Video Quizzes (only available online; bring to class)
  - Online: Chapter 3 Pre-Class Quiz
    - Possible In-Class Lecture and/or Video Quiz

Jan 20 (F)  UNIT 2 (see above)
- Online: Chapter 4 Pre-Class Quiz
  - Possible In-Class Lecture and/or Video Quiz

Jan 24 (T)  UNIT 2 (see above)
- Online: Chapter 5 Pre-Class Quiz
  - Possible In-Class Lecture and/or Video Quiz

Jan 25 (W)  UNIT 2 (see above)
- Online: Supplemental Reading Quiz 1 (One Brain or Two?)
  - Possible In-Class Lecture and/or Video Quiz

Jan 27 (F)  THINK FAST: Unit 2 assignment due
- Test 2

Jan 31 (T)  UNIT 3: Functionalism: Antecedent Influences; Development & Founding; Legacy
- Required Reading: Schultz & Schultz (2016), Chapters 6, 7, 8
  - Unit 3 Video Quizzes (only available online; bring to class)
  - Online: Chapter 6 Pre-Class Quiz
    - Possible In-Class Lecture and/or Video Quiz

Feb 1 (W)  UNIT 3 (see above)
- Possible In-Class Lecture and/or Video Quiz
Feb 3 (F)  UNIT 3 (see above)
  ✓ Online: Chapter 7 Pre-Class Quiz
  ○ Possible In-Class Lecture and/or Video Quiz

Feb 7 (T)  UNIT 3 (see above)
  ✓ Online: Chapter 8 Pre-Class Quiz
  ○ Possible In-Class Lecture and/or Video Quiz

Feb 8 (W)  UNIT 3 (see above)
  ❖ Online: Supplemental Reading Quiz 2 *(Are You a “Natural”?)*
  ○ Possible In-Class Lecture and/or Video Quiz

Feb 10 (F)  ❯ THINK FAST: Unit 3 assignment due
  ★ Test 3

Feb 13-17  READING BREAK

Feb 21 (T)  UNIT 4: Behaviorism: Antecedent Influences & Beginnings
  ● Required Reading: Schultz & Schultz (2016), Chapters 9, 10
  ➪ Unit 4 Video Quizzes (only available online; bring to class)
  ✓ Online: Chapter 9 Pre-Class Quiz
  ○ Possible In-Class Lecture and/or Video Quiz

Feb 22 (W)  UNIT 4 (see above)
  ○ Possible In-Class Lecture and/or Video Quiz

Feb 24 (F)  UNIT 4 (see above)
  ✓ Online: Chapter 10 Pre-Class Quiz
  ○ Possible In-Class Lecture and/or Video Quiz

Feb 28 (T)  UNIT 4 (see above)
  ○ Possible In-Class Lecture and/or Video Quiz

Mar 1 (W)  UNIT 4 (see above)
  ○ Possible In-Class Lecture and/or Video Quiz

Mar 3 (F)  ❯ THINK FAST: Unit 4 assignment due
  ★ Test 4

Mar 7 (T)  UNIT 5: Behaviorism: After Founding; Gestalt Psychology
  ● Required reading: Schultz & Schultz (2016), Chapters 11, 12
    ❖  om “Sociobehaviorism” on pp. 253-260 and “Field Theory” on pp. 282-285)
  ➪ Unit 5 Video Quizzes (only available online; bring to class)
  ✓ Online: Chapter 11 Pre-Class Quiz
  ○ Possible In-Class Lecture and/or Video Quiz

Mar 8 (W)  UNIT 5 (see above)
  ○ Possible In-Class Lecture and/or Video Quiz

Mar 10 (F)  UNIT 5 (see above)
  ○ Possible In-Class Lecture and/or Video Quiz
  ❖ Supplemental Reading Quiz 3 *(Case Histories In The Great Power Of Steady Misrepresentation)*
Mar 14 (T)  UNIT 5 (see above)
✓ Online: Chapter 12 Pre-Class Quiz
○ Possible In-Class Lecture and/or Video Quiz

Mar 15 (W)  UNIT 5 (see above)
❖ Supplemental Reading Quiz 4 (What You See Is What You've Learned)
○ Possible In-Class Lecture and/or Video Quiz

Mar 17 (F)  ➢ THINK FAST: Unit 5 assignment due
★ Test 5

Mar 21 (T)  UNIT 6: Psychoanalysis: Beginnings & After Founding; Contemporary Developments
• Required reading: Schultz & Schultz (2016), Chapters 13, 14, 15
❖ Unit 4 Video Quizzes (only available online; bring to class)
✓ Online: Chapter 13 Pre-Class Quiz
○ Possible In-Class Lecture and/or Video Quiz

Mar 22 (W)  UNIT 6 (see above)
○ Possible In-Class Lecture and/or Video Quiz

Mar 24 (F)  UNIT 6 (see above)
✓ Online: Chapter 14 Pre-Class Quiz
○ Possible In-Class Lecture and/or Video Quiz

Mar 28 (T)  UNIT 6 (see above)
○ Possible In-Class Lecture and/or Video Quiz
❖ Supplemental Reading Quiz 5 (Unromancing the Dream)

Mar 29 (W)  UNIT 6 (see above)
✓ Online: Chapter 15 Pre-Class Quiz
❖ Possible In-Class Lecture and/or Video Quiz

Mar 31 (F)  ➢ THINK FAST: Unit 6 assignment due
★ Test 6

Apr 4 (T)  ➢ THINK FAST: 210Bonus assignment due (optional)
★ Test 7 (optional)