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. The aim of this course is to 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 it is today.

Course Overview

On “lecture” days, I will address 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). On the day prior to each test you will complete an online practice test (see Practice Test section). On “test” days, you will have the full class time to write the test (see Tests section). Throughout the semester you will be working on an assignment, due at the end of the course (see Assignment 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 two of these review questions (see Tests section). For these reasons, when studying, I encourage you to write out the answers to the review questions.

**Lecture Quizzes.** During lectures, I will intermittently pause and pose questions about the material under discussion. You will be asked to respond, either by writing your answers on a sheet of paper or submitting them electronically via a link provided at the course website. The protocol is informal in that comparing your answers with those of other students is not only fine but encouraged. A score will be assigned out of 10 for each lecture quiz, partly based on your attendance and partly based on the accuracy of your answers. Overall, this component counts 60 points toward your final grade.

**Video Quizzes.** Videos will be shown on some class days. Importantly, each video has an accompanying quiz, consisting of a dozen or so true-false items. The dates are not fixed, but possibilities for which videos will be shown on which days, along with the corresponding quizzes themselves, can be found under the Video Quizzes header at the course website. If the schedule posted at that link indicates that a certain video could be shown on certain class days, then it is your responsibility to bring that quiz to class on those days. I will NOT be distributing the video quizzes in class.

As you watch the video, you should answer the quiz items as the pertinent information is presented to you. If you are paying attention, then 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. However, they are important because each test will include a sampling of items from all video quizzes written since the last test. You will not find the answers to the video quiz items in the textbook; so, you must attend class to contact the relevant information.
**Supplemental Reading Quizzes.** There are two supplemental readings, each accompanied by a 20-item quiz, mostly multiple choice format. Due dates and links to the readings and quizzes can be found at the course website. Overall, this component counts **60 points** toward your final grade, with each supplemental reading quiz worth 30 points.

**Practice Tests.** There are three practice tests, each consisting of 25 true-false items with a 45-minute time limit. The deadline for completing each practice test is the midnight before the day of the actual test. The answer key for each practice test becomes available once the deadline for writing it expires. Overall, this component counts **60 points** toward your final grade, with each practice test worth 20 points.

**Tests.** There are three tests, weighted equally, one for every two units 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) ~50 multiple choice items (based on textbook and lecture), worth 1 mark each;
2) several multiple choice items, worth 1 mark each, sampled from the video quizzes;
3) several multiple choice items, worth 1 mark each, sampled from the supplemental reading (N/A for Test 2);
4) 2 essay items, worth 5 marks each, sampled verbatim from the textbook review questions.

Overall, the test component counts **720 points** toward your final grade, with each test weighted equally.

**Assignment.** Throughout the semester you will be working on an assignment designed to promote understanding of “how the different pieces of the psychology puzzle come together to form a coherent picture.” Generally, while doing the readings, you will be asked to document how the various schools of thought over the years have addressed the same set of persistent questions in psychology. Details will be provided at the course website. This component is worth **100 points** toward your final grade.

**BONUS Supplemental Reading Quizzes.** There are three bonus supplemental readings, selected so as to put you in contact with contemporary research related to the various topics discussed in the textbook. A bonus quiz accompanies each of these three readings. Links to the readings and the corresponding quizzes can be found at the course website. The due date for all bonus quizzes is July 27. You can earn up to 15 bonus points per quiz; however, if you score less than 70% on a quiz, then no bonus points will be awarded for that quiz. Overall, you can earn up to **45 bonus points** toward your final grade.

**Optional**

**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, I recommend working 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).

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.
## Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Score</th>
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<tbody>
<tr>
<td>Lecture Quizzes</td>
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<tr>
<td>Practice Tests (3)</td>
<td>60</td>
</tr>
<tr>
<td>Supplemental Reading Quizzes (2)</td>
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<tr>
<td>Tests (3)</td>
<td>720</td>
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<tr>
<td>Assignment</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
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<tr>
<td>Bonus up to...</td>
<td>45</td>
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## N grades

Students who attempt two 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 zero.

## Notes

- The multiple choice section of each test will not be returned to you, but you can review your answers to that section with me during office hours. The essay section of each 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 between 89.5 and 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 have been posted) is unacceptable. I will require documentation of the circumstance (e.g., doctor’s note) in order to make this concession.
CLASS SCHEDULE

July 4 (W)  Introduction to course format
⇒ Lecture Quiz and/or Video Quiz (in class)

July 5 (R)  UNIT 1: Studying History; Philosophical Influences
• Required Reading: Schultz & Schultz (2016), Chapters 1, 2
⇒ Lecture Quiz and/or Video Quiz (in class)

July 6 (F)  UNIT 1 (see above)
⇒ Lecture Quiz and/or Video Quiz (in class)
❖ Supplemental Reading Quiz 1 [Is Psychology a Science?] (online; due by July 8, midnight)

July 9 (M)  UNIT 2: Physiological Influences; The New Psychology; Structuralism
• Required Reading: Schultz & Schultz (2016), Chapters 3, 4, 5
⇒ Lecture Quiz and/or Video Quiz (in class)

July 10 (T)  UNIT 2 (see above)
⇒ Lecture Quiz and/or Video Quiz (in class)
❖ Practice Test 1 (online; due by midnight)

July 11 (W)  ★ Test 1

July 12 (R)  UNIT 3: Functionalism: Antecedent Influences; Development & Founding; Legacy
• Required Reading: Schultz & Schultz (2016), Chapters 6, 7, 8
⇒ Lecture Quiz and/or Video Quiz (in class)

July 13 (F)  UNIT 3 (see above)
⇒ Lecture Quiz and/or Video Quiz (in class)

July 16 (M)  UNIT 4: Behaviorism: Antecedent Influences & Beginnings
• Required Reading: Schultz & Schultz (2016), Chapters 9, 10
⇒ Lecture Quiz and/or Video Quiz (in class)

July 17 (T)  UNIT 4 (see above)
⇒ Lecture Quiz and/or Video Quiz (in class)
❖ Practice Test 2 (online; due by midnight)

July 18 (W)  ★ Test 2

July 19 (R)  UNIT 5: Behaviorism: After Founding; Gestalt Psychology
• Required Reading: Schultz & Schultz (2016), Chapters 11, 12
  o omit “Sociobehaviorism” on pp. 253-260 and “Field Theory” on pp. 282-285
⇒ Lecture Quiz and/or Video Quiz (in class)

July 20 (F)  UNIT 5 (see above)
⇒ Lecture Quiz and/or Video Quiz (in class)
✔ Supplemental Reading Quiz 2 [Power Of Steady Misrepresentation] (online; due July 21 by midnight)
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 23 (M)</td>
<td>UNIT 5 (see above)</td>
<td>Lecture Quiz and/or Video Quiz (in class)</td>
</tr>
<tr>
<td>July 24 (T)</td>
<td><strong>UNIT 6: Psychoanalysis: Beginnings &amp; After Founding; Contemporary Developments</strong>&lt;br&gt;• Required Reading: Schultz &amp; Schultz (2016), Chapters 13, 14, 15&lt;br&gt;⇒ Lecture Quiz and/or Video Quiz (in class)</td>
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<tr>
<td>July 25 (W)</td>
<td>UNIT 6 (see above)</td>
<td>Lecture Quiz and/or Video Quiz (in class)&lt;br&gt;➢ Practice Test 3 (online; due by midnight)</td>
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<tr>
<td>July 26 (R)</td>
<td>★ <strong>Test 3</strong></td>
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<tr>
<td>Other</td>
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<td>Assignment 1 (online; due by July 27, midnight)&lt;br&gt;➢ BONUS: Supplemental Reading Quiz 1 [<em>One Brain or Two?</em>] (online; due by July 27, midnight)&lt;br&gt;➢ BONUS: Supplemental Reading Quiz 2 [<em>Are You a “Natural”?</em>] (online; due by July 27, midnight)&lt;br&gt;➢ BONUS: Supplemental Reading Quiz 3 [<em>Unromancing the Dream</em>] (online; due by July 27, midnight)</td>
</tr>
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Important Course Policy Information
Summer 2018

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 310-313 of the UVic Calendar, May 2018.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, May 2018, p. 50)

• What to do if you miss the final exam scheduled during the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

• What to do if you miss an exam other than one scheduled during the last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity [https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/academic-integrity.html), p. 45-47, UVic Calendar May 2018). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 45-47, May 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47, May 2018) [https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/academic-integrity.html)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson's office: [http://www.uvss.uvic.ca/ombudsperson/pubsquides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsquides/plagiarism.pdf)
3. UVic Library Resources: [http://www.uvic.ca/library/research/citation/plagiarism](http://www.uvic.ca/library/research/citation/plagiarism)