

Conceptual Foundations of Psychology

Instructor: David Polson, PhD

Email: < dpolson@uvic.ca > | **Office:** COR A214 | **Office Hours:** TBA

Course Website: Accessible via BrightSpace < <https://bright.uvic.ca/d2l/home/148235> >

Scheduled Day, Time | Room: Tues, 2:30-4:20pm; Fri, 2:30-3:20pm | David Turpin Building A120

Teaching Assistant (TA): Carolyn Helps < chelps@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. 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 also like a case study, an exploration of the people, events, and experiences that have made psychology what is it today.

Course Materials

- 1) Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Boston, MA: Cengage Learning. (purchase hardcopy; or [rent eTextbook](#))
- 2) Skeletal PowerPoint slides (available at course website)
- 3) Supplemental Readings (available at course website)
- 4) *THINK FAST* computer program (optional; available at course website)

Course Overview

This course contains 11 units, each unit corresponding to a chapter in the textbook. A unit consists of a set of required activities and a quiz based on those activities. We will cover one unit per week, with lectures (and sometimes videos) scheduled on Tuesdays and Unit Quizzes scheduled on Fridays. At the end of the semester, there will be a cumulative final exam.

For lectures (Tuesdays), I will focus on addressing the answers to selected review questions for the assigned textbook chapter reading (see *Review Questions* section), clarifying and sometimes expanding upon that content. Before class, you are encouraged to download the skeletal PowerPoint slides for that day (available at the course website) and use them for notetaking purposes. Lectures will sometimes be accompanied by a lecture activity (see *Lecture Activity* section) and/or a video quiz (see *Video Quizzes* section). Some lectures we may finish our agenda early, in which case class will end early; other lectures we may run out of time to finish our agenda. In the latter case, if it is a matter of not covering all the planned lecture material, I will make available narrated PowerPoint slides for the uncovered material in the form of a video so that you can watch on your own time; if it is matter of

not showing a planned video, I will make available a link to that video (if one exists) so that you can view it and write the accompanying Video Quiz on your own time. If I make something available after class like this, it is homework and you are responsible for knowing that material for testing purposes.

Friday classes are reserved for writing the Unit Quizzes. Even though each Unit Quiz will be available only online via BrightSpace, you must write the quiz in class under normal testing conditions. A unique password for each Unit Quiz will be provided at the start of class allowing you to gain access to the quiz. Also, each Unit Quiz will require you to take an Academic Integrity Pledge before starting it.

Brightspace limits how I can structure the agenda for any given class day. It is very important always to be looking ahead in Brightspace to see what is due prior to the next class.

Should you have any questions during the semester, I encourage you to visit me during my office hours; that will get the most immediate reply. You can also post your questions at the Q&A forum and/or email them to me. For any concerns related to your grades, email them to your TA (Carolyn), as it is she who will be marking your work. Interacting with your peers via the Q&A forum is strongly encouraged, and thus typically should be your first choice, as it provides an opportunity for your peers to respond; while not a required activity, bonus points can be earned for such interactions (see the *Q&A Bonus* section).

Course Components

Review Questions. These can be found at the end of each chapter in our textbook. Review Questions are important because: (1) they are the focus of the lectures and thus (2) many of the Unit Quiz items are based on the answers to them. You would be wise to use the Review Questions to direct your reading of the chapters; better yet, when studying for the Unit Quizzes, also practice writing out the answers to them.

In-Class Activities. Activities will be scheduled during some lectures. Most commonly, during a lecture I will intermittently pause and pose questions about the content under discussion. You will be asked to respond 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. After the lecture, an answer key will be posted at the course website. Marks will be awarded for some, but not necessarily all lecture activities. Overall, this component counts **50 points** toward your final grade.

Video Quizzes. Videos will be shown on some class days. For the longer videos, there is an accompanying "Video Quiz" (available at the course website). While watching the video, you should have the quiz in front of you and answer the items. If you are paying attention, then this should be an easy task. Each Video Quiz consists of a series of single statements that you are to assess as true or false, the items arranged in the same order that the corresponding material is presented in the video. You will NOT be submitting the Video Quizzes for credit. However, they are important because some of the very same items (or slight derivations thereof) will appear on the next Unit Quiz. You will not find the answers to the Video Quiz items in the textbook; you must watch the video.

Unit Quizzes. There is an online Unit Quiz scheduled every Friday class. Each Unit Quiz is based on all the material covered for that unit in that week's required reading, lecture, and sometimes video(s). Each Unit Quiz consists of about 25 or so multiple-choice items, and possibly an open-ended item. Overall, there are 11 Unit Quizzes, equally weighted, and this component is worth **700 points** toward

your final grade. Only the best 9 scores will count; in other words, your lowest two Unit Quiz scores will be dropped.

It will not suffice to read the textbook chapter only or to attend lecture only. Given that both are required activities for a given unit, the expectation is that you do both and study material from both. For each Unit Quiz, unless otherwise noted, you are expected to know all pertinent material covered in the textbook chapter even if some of that material is not also covered in lecture. And, you are expected to know all pertinent material covered in lecture even if some of that material is not also covered in the corresponding textbook chapter. That said, you will not be tested on trivial details from either source (e.g., interesting, but irrelevant biographical details about a pioneer of psychology).

Feedback will NOT be provided via any means online for the Unit Quizzes. However, you can review your quizzes with me during my office hours.

Final Exam. A cumulative exam will be scheduled sometime during the exam period at the end of the semester. Details to be announced. The final exam is worth **250 points** toward your final grade.

BONUS

Clever Hans Assignment. Guidelines for this bonus assignment can be found at the course website. It is worth up to **15 bonus points**.

Q&A Forum. Interacting with your fellow students in this course is encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. As an alternative to emailing your questions to me (or to your TA), you can post your questions to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn **4 bonus points**. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn up to **20 bonus points** this way. However, you will be awarded credit for only one valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

Overall, you can earn up **35 bonus points** in total. Take advantage of the opportunities!

OPTIONAL (but recommended)

THINK FAST. To think critically and express yourself intelligibly about the historical and conceptual foundations of psychology, you need to be fluent with its basic facts and terminology. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes a deck of cards corresponding to each chapter in the textbook. 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.

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.

All the material (facts and terms) covered in the *THINK FAST* decks comes from the required textbook readings and the lectures. Should you choose not to use *THINK FAST*, you can still access the *THINK FAST* items in a PDF document provided at the course website.

Evaluation

In-Class Activities	50
Unit Quizzes (best 9 of 11)	700
Exam	250
TOTAL	1000
Bonus up to...	35

Notes

- Your scores will be updated frequently 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.
- Assignments are due, and quizzes 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, there will be zero credit and no make-up for any assignments or quizzes not turned in on time.
- If you miss a Unit Quiz for whatever reason, it will count as one of the two (of the 11) Unit Quiz scores that you will be dropping. If you miss more than two quizzes, that is a significant amount of work to have missed and thus you might consider dropping the course.

CLASS SCHEDULE

Sept 10 (F)	<ul style="list-style-type: none"> • Introduction to course format
Sept 14 (T)	<p>UNIT A: Studying History</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 1 • Required supplemental reading - Is Psychology a Science? / Persistent Questions in Psychology ❖ Video/Quiz - How Does Science Add to Knowledge?
Sept 17 (F)	★ Write Unit Quiz A
Sept 21 (T)	<p>UNIT B: Philosophical Influences</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 2 ❖ Video/Quiz -- Is Reason the Source of Knowledge? ❖ Video/Quiz – Does Knowledge Depend on Experience?
Sept 24 (F)	★ Write Unit Quiz B
Sept 28 (T)	<p>UNIT C: Physiological Influences</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 3
Oct 1 (F)	★ Write Unit Quiz C
Oct 5 (T)	<p>UNIT D: The New Psychology; Structuralism</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 4 and Chapter 5
Oct 8 (F)	★ Write Unit Quiz D
Oct 12 (T)	<p>UNIT E: Functionalism—Antecedent Influences</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 6 ❖ Video/Quiz – Darwin’s Revolution in Thought
Oct 15 (F)	★ Write Unit Quiz E
Oct 19 (T)	<p>UNIT F: Functionalism—Development & Founding</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 7 ❖ Video/Quiz – Toward a School of Their Own 1 ❖ Video/Quiz – Toward a School of Their Own 2 ❖ View video – Toward a School of Their Own 3
Oct 22 (F)	★ Write Unit Quiz F

Oct 26 (T)	<p>UNIT G: Behaviorism—Antecedent Influences</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 9 ❖ Video/Quiz - Toward a School of Their Own 4
Oct 29 (F)	★ Write Unit Quiz G
Nov 2 (T)	<p>UNIT H: Behaviorism—Beginnings</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 10 ❖ Video/Quiz – B.F. Skinner: A Fresh Appraisal
Nov 5 (F)	★ Write Unit Quiz H
Nov 9 (T)	<p>UNIT I (1): Behaviorism—After Founding</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 11 • Required supplemental reading: Power of Steady Misrepresentation
Nov 12 (F)	READING BREAK
Nov 16 (T)	<p>UNIT I (2): Gestalt Psychology</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 12
Nov 19 (F)	★ Write Unit Quiz I
Nov 23 (T)	<p>UNIT J: Psychoanalysis—Beginnings</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 13 ❖ Video/Quiz – Freud Under Analysis
Nov 26 (F)	★ Write Unit Quiz J
Nov 30 (T)	<p>UNIT K: Psychoanalysis—After Founding</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 14 ❖ Video/Quiz – Is Mind Distinct from Body? ➤ Bonus textbook reading: Chapter 15 (Continuing Developments in Psychology)
Dec 3 (F)	★ Write Unit Quiz K
TBA	★ EXAM

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2021

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 the UVic Calendar September 2021.

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

- ***What to do if you miss the final exam scheduled during the formal exam period***

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 formal exam period***

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://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 September 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp