

# Conceptual Foundations of Psychology

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**Instructor:** David Polson, PhD

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**Office Hours:** Available online during class times and other times by appointment.

**Course Website:** Accessible through BrightSpace.

**Scheduled Day, Time:** MTWRF, 2:30-4:20pm

**Teaching Assistant (TA):** Carolyn Helps <[chelps@uvic.ca](mailto:chelps@uvic.ca)>

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## 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 like a case study, an exploration of the people, events, and experiences that have made psychology what it is today.

## Course Materials

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

## Important!

Books on how to succeed at university often contain this rule of thumb: To do reasonably well in your courses you should be prepared to put in two hours of study outside of class for every hour in class. In our summer section of PSYC 210, we “meet” 2 hours a day, 5 days a week, for 3.5 weeks. Do the math. What that means is that to succeed in here given our schedule you should be prepared to devote up to 6 hours per class day to coursework (2 hours “inside class” and 4 hours “outside class”); and because we meet every weekday, that would total 30 hours per week. It won’t always take that much time, but you should arrange in advance to have that many hours available in your schedule if need be. That also means that compared to students who take the course in the fall or spring semester, each spread out over 14 weeks, you will be required to do a lot more work each week (ouch!), but also you will be done with the course much sooner (yea!). Things can get intense with this setup, and so it is important to stay on the ball. I have tried to structure the course with built-in time management (e.g., daily quizzes) to minimize procrastination on your part; procrastination, even for a day or two, can be deadly in condensed summer sections like ours.

## Course Overview

This course contains 15 units, one unit per class day, mostly with each unit corresponding to a chapter in our textbook. A unit consists of a set of required activities and a quiz based on those activities. Refer to the Class Schedule (at the end of this outline) for details about exactly what is required when. An exam is scheduled at the end of the course.

Generally, prior to our scheduled time each class day, you should have read the assigned chapter and have viewed the narrated PowerPoint presentation for that chapter. The narrated PowerPoint presentations are in video format and function like lectures. Skeletal PowerPoint slides are provided to help with your notetaking while viewing the presentations. After completing the required activities and studying the material related to those activities, you are to write the quiz for that day's unit sometime during that day's scheduled class time.

Brightspace limits how I can structure the course online. It is very important always to be looking ahead. Note the underlined words in the paragraph above: "prior to." There will not be enough time to complete all the required activities for a given class within our scheduled class time; you will need to do practically all of the work (apart from writing the quiz) BEFORE class.

Should you have any questions during the semester, you can post them at the Q&A forum and/or email them to me directly. 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; while not a required activity, bonus points can be earned for doing so.

## 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 narrated PowerPoint presentations and thus (2) many of the quiz items are based on the answers to them. You would be wise to use the Review Questions to direct your reading of the chapter; better yet, when studying, also practice writing out the answers to them.

**Narrated PowerPoint Presentations.** In these presentations, available at the course website, I highlight what I believe to be the most relevant material in the textbook chapters, sometimes adding material of my own. There are the two major advantages to pre-recorded narrated PowerPoint presentations over lectures (live or online): (1) you can pause and rewind the video if something doesn't make sense the first time and (2) you can watch the video whenever and how many times you want. Skeletal PowerPoint slides are also available at the course website. I recommend printing them and writing your notes on the printed pages while viewing the presentations (or doing so electronically by opening the documents in PowerPoint and typing your notes directly into them).

**Video Quizzes.** You will be required to watch other videos on some class days. For the longer ones, 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, 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 Unit Quiz. You will not find the answers to the Video Quiz items in the textbook; you must watch the video.

**Supplemental Readings.** Two units are comprised of a “Supplemental Reading” instead of a chapter from our textbook, one reading being a part of a chapter from another textbook and the other being a journal article. You can find links to these two Supplemental Readings at the course website.

**Unit Quizzes.** There is an online Unit Quiz scheduled each class day. Each Unit Quiz is based on material covered in the required activities for that unit (e.g., reading a textbook chapter, viewing the narrated PowerPoint presentation for that chapter, and perhaps watching some other video). Each Unit Quiz consists of 20-25 multiple choice items, and usually an open-ended item. Overall, there are 15 Unit Quizzes, and this component is worth **700 points** toward your final grade. Only the best 12 scores will count; in other words, your three lowest Unit Quiz scores will be dropped.

It will not suffice to read the textbook chapter only or to view the corresponding PowerPoint presentation 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 the corresponding PowerPoint presentation. And, you are expected to know all pertinent material covered in the PowerPoint presentation 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).

Most students should be able to complete any given Unit Quiz in 30 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read the textbook chapters and view the PowerPoint presentations for the very first time while writing the quiz); in that case, even two hours would not be enough time to do well. The duration of each quiz is set at 60 minutes to accommodate all students, including those registered with CAL. At the start of each unit quiz, you will be asked to agree to an Academic Integrity Pledge.

Feedback will NOT be provided on the Unit Quizzes. After writing a quiz, you will have no further access to the quiz items. The quizzes are for assessment purposes only. Upon request, though, the TA, who graded your quiz, would be willing to provide you with some general feedback (e.g., perhaps your answer to the open-ended item was too vague, perhaps you completely misunderstood a certain concept, etc.), as well as to checking the scoring of your quiz if you think it might have been marked incorrectly or that there might be some other problem.

**Exam.** An essay exam is scheduled at the end of the course. Generally, you will be asked to trace the history of modern psychology through the various schools of thought that have defined the field over the years. The exam will become available right after you write the final Unit Quiz (on the second last day), and you will have 24 hours to complete it. The exam is worth **300 points** toward your final grade.

## BONUS

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

**Q & A Forum Contributions.** 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, 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 5 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. You will earn 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.

## OPTIONAL (but recommended)

**THINK FAST.** In order 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 is also covered in the textbook 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

|                              |             |
|------------------------------|-------------|
| Unit Quizzes (best 12 of 15) | 700         |
| Exam                         | 300         |
| <b>TOTAL</b>                 | <b>1000</b> |
| Bonus up to...               | 35          |

## Notes

- The answers to the Unit Quiz items will not be revealed.
- 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. The rounding criteria will only be used on the final assignment of the letter grade.
- 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. *Travel plans will not be accepted as an excuse.*
- **If you miss a Unit Quiz for whatever reason, it will count as one of the three (of the 15) quiz scores that you will be dropping. If you miss more than three quizzes, that is a significant amount of work to have missed (given the 3.5-week time frame) and thus you might consider dropping the course.**

## CLASS SCHEDULE

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May 10 (M)      **Introduction**

2:30-4:20 pm

- Required activities
    - Read Course Outline
    - View Course Outline PowerPoint presentation
- 

May 11 (T)      **UNIT A: Chapter 1 (Studying History)**

2:30-4:20 pm

- Required activities (before class):
    - Read Chapter 1
    - View Chapter 1 PowerPoint presentation
    - View video – *Where Did Psychology Come From?* [embedded within presentation]
  - Write Unit Quiz A (during class)
- 

May 12 (W)      **UNIT B: Chapter 2 (Philosophical Influences)**

2:30-4:20 pm

- Required activities (before class):
    - Read Chapter 2
    - View Chapter 2 PowerPoint presentation
  - Write Unit Quiz B (during class)
- 

May 13 (R)      **UNIT C: Videos & Supplemental Reading (Philosophical Influences)**

2:30-4:20 pm

- Required activities (before class):
    - View video -- [Is Reason the Source of Knowledge?](#) (0:00-27:30)
    - View video – [Does Knowledge Depend on Experience?](#) (0:00-20:30)
    - View video - [How Does Science Add to Knowledge?](#) (0:00-27:50)
    - Read Supplemental Reading 1 - *Is Psychology a Science? / Persistent Questions in Psychology*
  - Write Unit Quiz C (during class)
- 

May 14 (F)      **UNIT D: Chapter 3 (Physiological Influences)**

2:30-4:20 pm

- Required activities (before class hours):
    - Read Chapter 3
    - View Chapter 3 PowerPoint presentation
  - Write Unit Quiz D (during class)
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- May 17 (M)      **UNIT E: Chapter 4 (The New Psychology)**  
2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 4
    - View Chapter 4 PowerPoint presentation
    - Do Reaction Time Exercise
  - Write Unit Quiz E (during class hours)
- 
- May 18 (T)      **UNIT F: Chapter 5 (Structuralism)**  
2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 5
    - View Chapter 5 PowerPoint presentation
    - View video – *Introspection* [embedded within presentation]
  - Write Unit Quiz F (during class hours)
- 
- May 19 (W)      **UNIT G: Chapter 6 (Functionalism—Antecedent Influences)**  
2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 6
    - View Chapter 6 PowerPoint presentation
    - View video – [Darwin's Revolution in Thought](#) (0:00-48:50)
  - Write Unit Quiz G (during class)
- 
- May 20 (R)      **UNIT H: Chapter 7 (Functionalism—Development & Founding)**  
2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 7
    - View Chapter 7 PowerPoint presentation
    - View video – *Toward a School of Their Own 1* [embedded within presentation]
    - View video – [Toward a School of Their Own 2](#) (0:00-13:45)
    - View video - [Toward a School of Their Own 3](#) (13:45-45:10)
  - Write Unit Quiz H (during class)
- 
- May 21 (F)      **UNIT I: Chapter 9 (Behaviorism—Antecedent Influences)**  
2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 9
    - View Chapter 9 PowerPoint presentation
    - View video - [Toward a School of Their Own 4](#) (45:10-57:50)
  - Write Unit Quiz I (during class)
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May 24 (M)      Victoria Day

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May 25 (T)      **UNIT J: Chapter 10 (Behaviorism—Beginnings)**

- 2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 10
    - View Chapter 10 PowerPoint presentation
  - Write Unit Quiz J (during class)
- 

May 26 (W)      **UNIT K: Chapter 11 (Behaviorism—After Founding)**

- 2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 11
    - View Chapter 11 PowerPoint presentation
  - Write Unit Quiz K (during class)
- 

May 27 (R)      **UNIT L: Video & Supplemental Reading (Behaviorism)**

- 2:30-4:20 pm
- Required activities (before class):
    - View video – [B.F. Skinner: A Fresh Appraisal](#) (0:00-39:57; 3<sup>rd</sup> one down)
    - Read Supplemental Article 2 – *Power of Steady Misrepresentation*
  - Write Unit Quiz L (during class)
- 

May 28 (F)      **UNIT M: Chapter 12 (Gestalt Psychology)**

- 2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 12
    - View Chapter 12 PowerPoint presentation
  - Write Unit Quiz M (during class)
- 

May 31 (M)      **UNIT N: Chapter 13 (Psychoanalysis—Beginnings)**

- 2:30-4:20 pm
- Required activities (before class):
    - Read Chapter 13
    - View Chapter 13 PowerPoint presentation
    - View video – [Freud Under Analysis](#) (0:00-57:00)
  - Write Unit Quiz N (during class)
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June 1 (T)

2:30-4:20 pm

**UNIT 0: Chapter 14 (Psychoanalysis—After Founding)**

- Required activities (before class):
  - Read Chapter 14
  - View Chapter 14 PowerPoint presentation
  - View video – [Is Mind Distinct from Body?](#) (0:00-28:40)
- Optional activity:
  - Read Chapter 15 (**Continuing Developments in Psychology**)
- Write Unit Quiz O (during class; bonus items included based on Chapter 15)
- ★ Take-home exam available at 4:30 pm

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June 2 (W)

2:30-4:20 pm

- ★ Take-home exam due by 4:30 pm

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Due June 4 (F)  
by midnight.

- ✓ BONUS ASSIGNMENT: Clever Hans
  - ✓ BONUS ASSIGNMENT: Q & A Forum Contributions
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**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Summer 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 May 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](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 May 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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://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](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/](http://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/](http://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/](http://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/](http://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/](http://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](http://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](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)