

University of North Texas at Dallas
Fall 2015
SYLLABUS

PSYC 4600: History and Systems; 3 Hrs			
Department of	Sociology & Psychology	School of	Liberal Arts & Sciences
Instructor Name:	Mario P. Casa de Calvo, Ph.D.		
Office Location:	DAL2 257		
Office Phone:	972.338.1321		
Email Address:	mario.casadecalvo@untdallas.edu		
Office Hours:	M & W from 2:30-4:30; T & TR from 10:30-12:30; by appointment		
Classroom Location:	DAL2 257		
Class Meeting Days & Times:	TR from 7:00-9:50pm		
Course Catalog Description:	Principal historical antecedents of modern psychology, relevance to major contemporary systematic positions; philosophy of science, associationism, structuralism, behaviorism, functionalism, Gestalt and psychoanalysis; recent psychological theories.		
Prerequisites:	PSYC 1630D or 1650D		
Required Text:	<p>Schultz, D. P. & Schultz, S. E. (2012). <i>A History of Modern Psychology</i> (10th edition). Belmont, CA: Cengage Learning. ISBN: 9781133316244</p> <p>*Note: if you have a different edition of the text please notify me to make sure that your text will satisfy the requirements of the course</p> <p>**I will provide all other reading material in advance either electronically or in hardcopy in class</p> <p>On Readings in General:</p> <ul style="list-style-type: none"> • You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. 		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview: The goals of this course are as follows -			
	<ol style="list-style-type: none"> 1. Students will be able to describe key concepts, principles, and overarching themes in psychology, and will be able to describe applications of psychology. 2. Students will be able to use scientific reasoning to interpret psychological phenomena, engage in innovative and integrative thinking and problem solving, and interpret, design, and conduct basic psychological research. 3. Students will be able to demonstrate effective writing for different purposes, exhibit effective presentation skills for different purposes, and interact effectively with others. 4. Students will be able to apply ethical standards to psychological science and practice and adopt values that build community at local, national, and global levels. 		
Learning Objectives/Outcomes: At the end of this course, learners will be able to:			
1	Know, understand, and apply principles, concepts, and major perspectives in the history of psychology.		
2	Know, understand, and analyze the essential scientific methods and research results in the history of psychology.		

3	Exchange ideas effectively via oral/verbal communication with peers.
4	Exchange ideas effectively via written communication.
5	Demonstrate critical thinking skills.
6	Apply Humanistic principles to group-centered, intellectual exchanges and tasks.
7	Become familiar with and proficient in the ethical code used in the field of psychology.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

TOPICS	TIMELINE
Introduction to Course and History of Psychology Reading: S&S, Chapter 1	8/27
Philosophical Influences on Psychology Reading: S&S, Chapter 2	9/3
The New Psychology Reading: S&S, Chapter 4	9/10
Structuralism Reading: S&S, Chapter 5	9/17
Exam 1 (Chapters 1, 2, 4, & 5)	9/24
Functionalism: Development and Founding Reading: S&S, Chapter 7	10/1
Applied Psychology: The Legacy of Functionalism Reading: S&S, Chapter 8	10/8
Behaviorism: The Beginnings Reading: S&S, Chapter 10	10/15
Behaviorism: After the Founding Reading: S&S, Chapter 11	10/22
Exam 2 (Chapters 7, 8, 10, & 11)	10/29
Gestalt Psychology Reading: S&S, Chapter 12	11/5
Psychoanalysis: The Beginnings Reading: S&S, Chapter 13	11/12
Psychoanalysis: After the Founding Reading: S&S, Chapter 14	11/19
No Class -- Thanksgiving	11/26
Exam 3 (Chapters 12-14)	12/3
Final Exam = Presentation	TBD

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Reading Reviews (25 points possible/review)

To facilitate discussion and understanding of the material, you will be expected to write **4 reviews** over the course of the semester. Reviews should be written as approximately 375 word overviews of the readings for the day. Each review should identify the author(s)' key points and/or provide critical reflection about the ideas in relation to other readings and discussions from class. **Two of the four reviews should be turned into the professor before November 1, 2015; otherwise 20 points will be automatically deducted from students' overall reading review grade.**

Exams (100 points apiece)

There will be a total of three exams worth 100 points each. Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice, short answer, and/or essay questions.

Presentation/Historical Analysis (100 points)

You will be asked to pick a historical concept that is of interest to you, and present supplemental research on the topic.

Your research/presentation (10-15 minutes) should focus on three things in particular:

- 1) What is the recent past of your topic? The recent past of your topic refers to the people, theories, and events that have influenced it during scientific psychology's first century of existence (1879-1979).
- 2) What is the present status of your topic? The present of your topic refers to the people, theories, and events that have influenced it during its last 20 years of existence (1995-2015).
- 3) What do you think the future of your topic will be? The future of your topic refers to an informed speculation of how this area or topic will continue to influence psychology during the next 20 years (2015-2035).

Examples of acceptable topics are psychotherapy, intelligence testing, localization of brain function, memory, the self, moral reasoning, psychological disorders, consciousness, the unconscious, archetypes, sensation/perception, normality, motivation, the mind/body relationship, instincts, the nature/nurture controversy, personality traits, reinforcement, emotion, creativity, clinical psychology, social psychology, statistics, organizational psychology, and developmental psychology.

The presentation will be evaluated on a 100 point scale. Each group will give the presentation on our scheduled final exam day/time (**TBD**). The presentation is graded on the quality and depth of the information provided. Presentations will also be evaluated on style, clarity of materials/presentation, effective use of PowerPoint, etc.

In-Class Participation (50 points)

On multiple occasions during the semester, I will assign students to groups for the purpose of debating two opposing viewpoints on a particular idea that we discuss. The debates are not designed to determine a correct answer on an issue, but rather to allow students to obtain practice in developing arguments and presenting them to peers. As such, students are reminded to show respect for each other and the professor at all times during the debates. **Full** participation in the debate process will result in 5 points per debate. Debate topics and dates will be announced in class.

Students will also be frequently asked to participate in other miscellaneous in-class assignments (e.g., group discussions, brief writing summaries, etc.) that will be described, detailed, and collected during class. Students will receive 5 points for completing these assignments, **and they *cannot* be made up if one misses class.**

Grading Matrix:

Instrument	Value (points or percentages)	Total
Reading Reviews	4 assignments at 25 points each	100
Exams	3 exams at 100 points each	300
Group Presentation	1 presentation	100
In-Class Assignments	Debates, Group Discussions, etc.	50
Total:	100%	550

Grade Determination

A = 495 – 550 pts; i.e., 90% or better

B = 440 – 494 pts; i.e., 80 – 89 %

C = 385 – 439 pts; i.e., 70 – 79 %

D = 330 – 384 pts; i.e., 60 – 69 %

F = 329 pts or below; i.e., less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Note: If you come in late for an exam and another student has already turned in a completed exam, you cannot take the regular exam.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Classroom Policies

1. Since discussion is an essential part of this course, please come to class prepared and on time.
2. Please turn off your cell phones and pagers.

3. Do not come into class late or leave early.

4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.

5. No late work will be accepted unless you have a valid, documented excuse (documented illness or death in the family). If you miss an assignment and you have a valid, documented excuse, notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.

6. All work must be turned in during class. I will not accept emailed work unless you have a valid, documented excuse.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they will be missing class, and they must share their reason for missing class. Students are also responsible for making up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if class is missed.

To get the most out of this class your attendance is required.

- An attendance sign in sheet will be circulated at the beginning of each class. Sign your name in the sheet to document your attendance. Failure to sign the sheet will be considered an absence.
- Students are expected to attend all scheduled meetings of this class. Students are also expected to be on time for all scheduled class meetings. Students who come to class late will be counted as absent. **After 3 absences, 5 overall points will be deducted for every class period missed.**
- If you have a documented excuse for your absence let me know as soon as possible and bring it to class. A valid, documented excuse consists of a doctor's note documenting your illness or death in the family.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.