

College of Social Science, PSYC 7004 (01), Spring, 2019

Instructor Information

Instructor: **Lisa M. Osbeck, PhD**
Class Meeting: **M, 5-8:50/ 207 Melson**
Office Location: 113 Melson
Office Hours: 12-4 M, T & by appointment
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Telephone (department) **679-839-6510**
Westga email **losbeck@westga.edu**

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

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Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

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678-839-6280

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counseling@westga.edu

Course Information

Course Description

The course is intended to provide historical overview of the field of psychology, including its conceptual situation in broad traditions of thought and as it has developed in its "mainstream" trajectories as a distinct discipline. The main purpose of the course is to reflect on and critically assess standard accounts of psychology's history, which will afford assessment of its future

Course Overview:

The course provides a rigorous exploration of the historical background of psychology as a distinct discipline and empirical science. It is intended to provide useful background for teaching psychology and to offer an informed and balanced foundation for theoretical and critical analysis. The course is intended to engage students in evaluating the discipline's empirical and theoretical accomplishments and to reflect on its possible futures.

Texts, Readings, Instructional Resources, and References

Required Text(s) All readings are available online, in the library, or on Course Den

Assigned readings are either available as PDF files on CourseDen, through library links, or through online resource, especially York Classics [<http://psychclassics.yorku.ca>]

You will need the current library password and your ID barcode if you are searching off campus.

Course Objectives and Learning Outcomes

By completing all assigned reading, participating actively in discussion and conducting outside research, the student should be able to:

1. Describe historical developments enabling and sustaining the conception of a formal discipline of psychology, one distinct from metaphysical speculation (philosophical reflection).
2. Describe the epistemic (and social) *values* associated with prominent theoretical frameworks that are discernable with historical reflection.
3. Critically evaluate the assumptions, methods, and principal findings of psychological science, organized thematically and historically.
4. Evaluate the assumptions, methods, and principal findings of *applied* psychology as it follows from a knowledge base generated through empiricist methodologies (psychological science).
5. Evaluate a *particular* concept or problem with reference to its historical development(s) in psychology.

Assignments

Assignment name	Description	Due Date	Points
Formal Participation	Lead class in formal discussion of assigned text. See description below for suggestions on structure and content.	3 presentations/semester, TBD	30 (10 X 3)
Informal Participation	Thoughtful reading of assigned text evidenced by the ability to offer summaries of main points, pose and answer questions, and relate assigned text to other text and broader issues. Participation also includes engaged listening to others, respect for divergent opinions and respectful response to disagreements.	Throughout semester. Grade based on 10 weeks	30 (3 X 10)
Research Paper: Biography of Concept	See Description	April 29	30
Updates on Paper	You will be required to talk about your progress on the paper regularly in class	Throughout Semester	10
<i>TOTAL</i>			<i>100</i>

Grading Information and Policy

Grading structure and point scale

90-100 points	90% - 100%	A
80 points - 89 points	80% - 89%	B
< 80 points		C-F

Grading Rubrics

Grading for the course will be based on:

1. Quality of participation in the seminar.

A. Formal (30 pts):

On three different occasions during the semester, you will lead the class in discussion of one of the assigned readings. Your formal presentation should include a summary of main points, as well as reflection on the following:

What conceptual or practical problems does the contribution [paper, chapter, book] attempt to address?

How does the contribution accomplish its aims?

What values does the author embrace [implicitly or explicitly]?

How well does the contribution accomplish its aims in light of the values and objectives you identify?

What social influences are important to consider?

B. Informal (30 pts):

This includes thoughtful reading of assigned text as evidenced by the ability to offer summaries of main points, pose and answer questions, and relate assigned text to other text and broader issues.

Participation also includes engaged listening to others, respect for divergent opinions and respectful response to disagreements.

++ *Obviously*, no texting or surfing or gaming during class, please.

2. Research Paper: You will develop a “biography” of a psychological concept/category of choice.

The first task is to identify a psychological category or problem of particular interest to you - one that engages you both emotionally and intellectually. Previous student projects have identified the following: Trauma, Autism, Community Psychology, Values in Psychotherapy, Tolerance, Power, “the Pervert”, and Curiosity. The historical construction of these categories in the discourse of the discipline has been the focus of the assignment.

In the form of a scholarly paper, you will then offer a *critical conceptual analysis* of the category/construct or chosen problem as gleaned from psychological and other relevant literature. In other words, you will outline developments in the conception of your chosen problem/construct and how it has emerged theoretically in psychological literature, noting any changes in its conception and application over time. If the category/construct is or has been a diagnostic category (e.g. schizophrenia, depression), you are to include analysis of assessment and intervention and comment on ways in which changes in these activities might reflect changes in the conception of the category itself.

At a minimum, your evaluative analysis should include a set of 3-5 scholarly or research articles to serve as case studies, in that they represent the leading conceptualization of the construct at a given point in time (e.g. the construct of “behavior” as discussed in the following articles: Watson, 1913, Skinner, 1938, and Hull, 1951). You will then provide a detailed analysis of the meaning of the construct (e.g., behavior) within the context of each of the scholarly/research sources chosen for the case studies. The analysis should include 1) evaluating how the construct relates to similar constructs (comparison), analyzing the assumed contrast of the construct (contrast), and the function of the construct, i.e., analysis of the purpose it served in contrast, what it was intended to accomplish (functional analysis). Each of these should be supported with relevant textual evidence, and given careful explication. After your analysis of the meaning of the construct in three to five separate (and hopefully, somewhat divergent) contexts, you are to analyze similarities and differences across the different contexts to see if important generalities can be extracted, or to provide a taxonomy of different meanings if appropriate.

***All references must follow the latest version of the APA Style Guide*

Suggested length (paper) = 20 pages.

3. Updates on Paper (10 Points): You will be required to talk about your progress on the paper regularly in class.

Please see the [Common Language for Course Syllabi](#) for official information on UWG’s Academic Integrity Policy.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Class Schedule Information (separate document)

Expectations of Students

Course Structure:

The course is envisioned as a rigorous exploration in an interactive, scholarly, reflective, and experiential learning culture. Careful reading and focused discussion of TEXTS are central to our work together, as are regular updates on research conducted outside of the classroom on the student's problem of interest.

A note on texts: A good deal of primary source material is assigned in addition to select secondary sources. Note that these materials are selected principally because they represent the kind of work published during the period under discussion or because they help to clarify themes, assumptions, and values associated with the representative period. I hope you will read this material with the eye of a critical historian, looking for terms/concepts/themes that seem useful in characterizing the goals and framework of the author and/or movement represented.

Course and UWG Policies

Attendance Policy:

Students are expected to attend all classes unless permission is explicitly granted in advance. The instructor reserves the right to lower the student's grade after two unexcused absences.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

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- **Accessibility Services**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>

- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>