Course Objectives: This course examines the historical development of psychological thought and methodology, from its origins in philosophy, its attempts to emulate the natural sciences through diasporas of contemporary psychological thought. The major schools of psychology will be explored in context of their philosophical, cultural, and ethical influences.

Learning outcomes: Students who successfully complete this course should be able to [1] explain and distinguish among the major theoretical approaches utilized in psychology; [2] demonstrate an understanding of the history of psychology as it relates to the natural sciences, social sciences, and applied disciplines; and finally [3] understand the history of psychology as it relates to the evolution of methods of research and inquiry as well as theoretical conflicts.

Texts:

Course requirements: Grades will be based on examinations, quizzes, class & discussion participation, and a paper.

Grading: Exams/Assignment Point value/%
Exams 100 points 20%
Paper 100 points 20%
Participation/Discussion 100 points 20%
Attendance 100 points 20%
Quizzes 100 points 20%

400 points

Course Grades will be assigned as follows:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>95-100</td>
<td>B</td>
<td>87-89</td>
<td>C</td>
<td>77-79</td>
<td>D</td>
<td>67-69</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
<td>73-76</td>
<td>D</td>
<td>63-66</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>C-</td>
<td>70-72</td>
<td>D-</td>
<td>60-62</td>
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</table>

Examinations: (100 points)
There are 12 exams/quizzes given during the course. The ten highest scores will count toward your final grade (the comprehensive final is optional and can be used to replace two of the prior 12 exams). All students must take at all 12 exams. Exams will cover the material presented in the readings and lecture prior to the exam date. The majority of the exams will be given online via the course website, however several will be given in class (see schedule) and these may be weighted higher than online exams taken outside of class and these scores will be included in your grade calculation.

Paper: (100 points)
All students also need to demonstrate the ability to write utilizing the standards of the discipline. This will be accomplished by writing a 4-5 page paper, which examines some aspect of psychological thought (broadly defined). You must review the literature on the topic from scientific journals or books (no use of course texts). A one-page proposal for your chosen topic must be turned in no later than the week of September 26, 2011 (No Exceptions) – Tuesday or Wednesday which ever is appropriate for
your class. Appropriate topics will focus on some aspect within the history of Psychology (i.e., behaviorism, Plato, religion). Papers are due the week of December 5, 2011 (No exceptions). Please note: CSUCI subscribes to a digital plagiarism detection program that may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (email attachment or on disk) so that your paper can be checked against web pages and databases of existing papers. There is a mandatory library literacy session the second week of class.

Participation/Discussion: (100 points)
There will be numerous opportunities for students to participate in classroom discussions - your comments and questions are always welcome. However, you cannot participate if you are not in class! You are expected to be prepared for class which includes completing all assigned reading, taking the online practice test, and arriving early or on time to class. Roll will be taken at random - your either in class or not. Participation in both classroom and regular attendance is expected for full credit in this section. You will need to complete the assigned reading prior to coming to class.

Quizzes (100 points)
There will several quizzes during the semester that will be based on readings, lectures, and other material present in class. These cannot be made up.

Attendance: (100 points)
There will be several points throughout the semester when attendance is taken. You are either present or not, no make ups, no exceptions without approved documentation.

Note: Some of the topics that are covered are socially and emotionally sensitive, and while I encourage honest and frank comments - I will not tolerate any derogatory or otherwise hurtful actions. If you feel that your participation cannot be accomplished without hurting others, then see me for alternative assignments.

Other Policies:
Laptop computers, Cell Phones, Ipods or other recording devices are not allowed in class without written permission from the instructor. While I do understand the desire by some to type notes directly into their laptops, my past experience has proven these devices to be a distraction, so they are not allowed in class.

Any student who has a documented disability that may prevent her/him from fully demonstrating her/his ability should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate the educational opportunity. Please note that accommodations cannot be granted unless your registered with the Accommodations Office.

I understand that sometimes bad things happen to good people. PLEASE CONTACT ME AS SOON AS REASONABLY POSSIBLE SHOULD SOMETHING HAPPEN. Make up exams and late papers will not be accepted without appropriate documentation. All written work must be typed using strict APA format with full citations. It is your responsibility to keep a copy of all written work turned in during the semester.

There will likely be several opportunities for students to earn extra points throughout the term. Students should utilize these opportunities as they are made available. No make-ups or late work will be accepted for extra credit assignments. Your feedback, comments, and questions are always welcomed and strongly encouraged. If questions arise please ask, write me a note, or send it via email. I will do my best to respond as soon as possible.

Academic Misconduct Will Not Be Tolerated. All work that students submit as their own must, in fact, be their own work. In accordance with CSUCI Policy on academic dishonesty, students who submit the work of others as their own, cheat on examination or other assignments, or aid others in any of the aforementioned will automatically fail this course. Please refer to the student catalog and schedule of courses for more definitive statements on academic misconduct.

Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Discussion Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Introductions, Overview, and Student Responsibilities</td>
<td>Introduction / Chap 1</td>
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<tr>
<td></td>
<td><strong>---------- Practice Test Available ----------</strong></td>
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<tr>
<td>Wk 2</td>
<td>Early Greek Philosophers</td>
<td>Chap 2</td>
</tr>
<tr>
<td>Wk 3</td>
<td>Library Literacy Session (Meet in Broome 1360)</td>
<td>Paper Topic Must Be Selected</td>
</tr>
<tr>
<td>Wk 4</td>
<td>What is a Good Life?</td>
<td>Chap 3</td>
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<td></td>
<td><strong>---------- Test 2: Chapter 3 ------In-class----</strong></td>
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<tr>
<td></td>
<td><strong>--------------------------- Papers Proposals Due No Exceptions---------------------------</strong></td>
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<tr>
<td>Wk 5</td>
<td>Modern Science &amp; Philosophy</td>
<td>Chap 4</td>
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<td></td>
<td><strong>---------- Test 3: Chapter 4 ----------</strong></td>
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<tr>
<td>Wk 6</td>
<td>Empiricism, Rationalism</td>
<td>Chap 5 &amp; 6</td>
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<td></td>
<td><strong>---------- Test 4: Chapters 5 &amp; 6 ------In-class-------</strong></td>
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<tr>
<td>Wk 7</td>
<td>Romanticism, &amp; Existentialism</td>
<td>Chap 7</td>
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<td><strong>---------- Test 5: Chapter 7 ----------</strong></td>
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<tr>
<td>Wk 8</td>
<td>Early Physiology, Experimental Psychology, &amp; Psychobiology Chap 8 &amp; 19</td>
<td><strong>---------- Test 6: Chapters 8 &amp; 19 ----------</strong></td>
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<tr>
<td>Wk 9</td>
<td>Founding Father</td>
<td>Chap 9</td>
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<td><strong>---------- Test 7: Chapter 9 ----------</strong></td>
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<tr>
<td>Wk 10</td>
<td>IQ Testing</td>
<td>Chap 10</td>
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<td><strong>---------- Test 8: Chapter 10 ------In-class------</strong></td>
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<tr>
<td>Wk 11</td>
<td>Mental Illness, &amp; Cognitive Psychology</td>
<td>Chap 15, &amp; 20</td>
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<td><strong>---------- Test 9: Chapters 15 &amp; 20 ----------</strong></td>
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<tr>
<td>Wk 12</td>
<td>Functionalism &amp; Gestalt Psychology</td>
<td>Chap 11 &amp; 14</td>
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<td><strong>---------- Test 10: Chapters 11 &amp; 14 ------In-class------</strong></td>
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<tr>
<td>Wk 13</td>
<td>Psychoanalysis &amp; Humanistic</td>
<td>Chap 16, 17, &amp; 18</td>
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<td><strong>---------- Test 11: Chapters 16, 17 &amp; 18 ------In-class------</strong></td>
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<tr>
<td>Wk 14</td>
<td>Behaviorism, &amp; Neobehaviorism</td>
<td>Chap 12 &amp; 13</td>
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<td><strong>---------- Test 12: Chapters 12 &amp; 13 ----------</strong></td>
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<tr>
<td>Wk 15</td>
<td>Course Rap Up</td>
<td></td>
</tr>
<tr>
<td>Wk 16</td>
<td>Final Exam</td>
<td>Consult the Finals Schedule for time &amp; date</td>
</tr>
</tbody>
</table>

Please note that this syllabus and schedule are subject to change. In the event of extenuating circumstances, or if you are absent from class, it is your responsibility to check on announcements made while you were absent.
Please note: Experience has shown that this is a difficult class for many students. It is not so much that the material is difficult, there is just a lot of it to be covered. Therefore it is highly recommended that you utilize some formal method of learning such as the one below. Students also must be very aware of their time management, please keep in mind that the CSU system expects 3 hours of study for every 1 hour of classroom time.

STUDY AND READING METHODS

SQRRR method of reading

Surely one of the most important skills is reading, especially comprehending what we have read. The key to learning is curiosity—a desire to know. Thus, good reading methods focus on arousing our curiosity, on activating our minds. Some minds are by nature probing and inquiring, others must learn to be curious, to seek answers, to intend to learn. The SQRRR reading method activates our minds:

1. **S is for survey**: Look over the entire chapter to get the general idea of what the author wants to tell you. See the importance of the material.

2. **Q for question**: Ask yourself questions about each section before you read it. Arouse your curiosity. Want to know the author's major points.

3. **R is for read**: Read with the intention of answering the question and learning what the author has to say. Absorb all you can.

4. **R is for recite**: Step after reading a page or two and recite (repeat in your own words) what you have just learned. Make the author's knowledge your own. The process of QUESTION, READ, RECITE is repeated every page or two.

5. **R is for review**: After finishing the chapter, go back and review what you have read. Review again in a few days and right before an exam.

It takes a few weeks of determined effort and practice before the SQRRR method becomes habitual. But once you learn to read with an inquiring mind, you will realize the enormous advantage of this approach over an inefficient or inactive mind.

**Purposes**

- To increase your concentration and comprehension of the information you have read.
- To reduce the daydreaming and inefficiency associated with ordinary reading.

**Note:** this method is not designed for speed reading, that is another skill.

**Steps**

**STEP ONE: Survey the entire chapter or article.**

- Look over the chapter or book; note the chapter titles and subtitles. These are usually the main ideas. If there is a summary, read it. This may take 1 to 5 minutes.

- Try to study in one place so you will become conditioned to study in that chair. Don't do anything else in that chair. Start studying immediately after sitting down; don't procrastinate. Learn to enjoy learning in that chair.

**STEP TWO: Question what the main points will be in the next section (1-3 pages).**

- From the survey of the chapter or from the subtitle, create a question in your mind that should be answered in the first page or two. Make the question interesting and important to you. Maybe you will want to pretend to be face-to-face and asking the author a series of questions. The author's response to you is in the next few pages.

**STEP THREE: Read to answer your question and/or to learn what the author knows.**

- Read the first page or two of the chapter, keeping your question in mind and focusing on what the author has to say. Be sure the author is answering the question you asked; if not, change the question. Think as you read! What ideas are expressed? What are the supporting arguments?

- Always read with a purpose, namely, finding answers to important questions. Try to find the reasoning and the facts that support those answers.

**STEP FOUR: Recite what you have read.**

- This is the most important part. Using your own words, repeat to yourself what you have read. You may want to read only a couple of paragraphs if the material is difficult. If you are reading easy material with lots of examples, perhaps you can read several pages. Read as much as you can remember. Do not look at the book as you recite; it is necessary for the knowledge to get implanted into your brain. Of course, if you can't remember what the author said, you'll have to re-read some of the material.

- Try to minimize the re-reading.

- After talking to yourself (about the answers to your question), you may want to make a brief summary in the margin of the book next to where the information is located. Later, you can quickly review the book by looking at these key words in the margin, and if you discover you have forgotten some points, you can re-read the pertinent paragraphs again and refresh your memory.

- Recalling the author's answers to your basic questions is the essence of active learning. Don't just copy the author's words into your notebook. The knowledge becomes yours as you recall it and repeat it to yourself.

- Fantasize telling someone about what you have read or imagine teaching someone about this material. Attending and remembering are not easy; you can't just casually read through a book, forgetting the material about as fast as your eyes skim over it. However, if you work hard on this method, you will not only become an excellent reader but a more knowledgeable person and a clearer thinker.

- After reciting what you have read, go to the next section and repeat the same process: QUESTION, READ and RECITE until you are finished.

**STEP FIVE: Review what you have learned.**

- As research has demonstrated well, we forget much less if we review the material periodically. Ideally, we would review a chapter right after reading it, then 2 or 3 days later and again a week or two after that. This
reading method divides a chapter into many parts. A review of the whole chapter helps you integrate the parts and get an overall perspective.

Try a little review right now of the last several paragraphs. Do you remember the name of this method? What are the steps in this method? What steps are repeated over and over as you read a chapter? Why is talking to yourself important?

**STEP SIX: Use your knowledge; preparing for a test.**

The best way to keep knowledge is to use it, to give it away. Knowledge is of value only if it is used. Reward yourself for learning and for sharing your information with others who are interested.

A common way for students to use information is to perform well on a test. There are several other techniques, besides SQRRR, for improving your memory for tests. Here are a few:

- Take lecture notes. You need to be able to refresh your memory. It is best if you re-write these notes shortly after class, putting the ideas in outline form and filling in or clarifying the information that you couldn’t write down during class. The outline form is designed to put facts in meaningful clusters, that makes it easier to remember. Then, try to use some system to help you remember a list or series of points, e.g. use the first letter of each point as a clue for remembering, such as SQRRR. Associate the new information with things you already know, e.g. you know that active rehearsal is critical for remembering.

- Protect your memory from interference. If you know some material will be on the exam, review that information frequently, preferable every day for 4 or 5 days before the test. Recite it to yourself. Try to study each subject for only an hour or so at a time, then switch to a very different subject during the next hour. Similar information causes more confusion. And, spacing out your learning into smaller batches is helpful too.

- Over-learn the important material. Keep on rehearsing even after you think you “have this stuff down cold.” The anxiety of the test may disrupt a weak memory, so over-learn. Moreover, you aren’t just preparing for a test, you are preparing to design a space ship, to teach a learning disabled child, to make major business decisions, to do bypass surgery, etc. You need practice learning and remembering well.

**Time involved**

It may take only 5 minutes to learn this method. It will take several hours to make it a habit. At first you will have to force yourself to QUESTION, READ and RECITE. When you have become proficient with the method, it is uncertain how much extra time it will take (beyond straight reading) because you will comprehend faster and more, and retain more from your reading.

A classical study by Gates in 1917 indicated that self-rehearsal greatly improves the recall of facts. He concluded that 10% to 50% of your study time could profitably be used reciting and reviewing what you have read. The more and more disconnected the facts, the more rehearsal is needed. Also, some material needs to be known in minute detail; other material needs to be recalled only in general terms and can be skimmed.

**Common problems**

Three problems are common: (1) many people think they are already good readers (that usually means fast) and are disinterested in learning to read better. Most of us would benefit greatly from retaining more of what we read. (2) Some people fail to stick with the method long enough to learn the skill. Reading is an unpleasant chore for many people, even college students. Unfortunately, we are not a land of readers; lacking that skill will limit our depth of knowledge. (3) Some people waste time by applying this method even though the material doesn’t need to be recalled in detail. Many things don’t deserve to be read laboriously.

**Effectiveness, advantages and dangers**

Frank P. Robinson (1961) described this method in the late 1940’s. Since then, research has repeatedly shown that the method and modifications of it increase our reading comprehension. This is an important skill. Except for reading light material in a compulsive manner, there is no inappropriate use.

**Recommended readings**


