PSY302 History and Systems of Psychology
(3 credit hours)
Course Syllabus

Course Description

The long past and short history of the formal discipline of psychology are presented in a combined lecture/seminar format. Of primary emphasis are the philosophical foundations of modern psychological concepts and the personal lives and times of those who founded the field. Students engage in classroom debates, find and present in class biographical information pertaining to historical figures in psychology, and complete a project with a historical theme.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Identify factual knowledge (terminology, classification, methods, theories and trends) related to the history and systems of psychology.
2. Recognize fundamental principles, generalizations, and intellectual debates and major questions from the past and how it influences the present state of psychology.
3. Classify and describe major perspectives/systems of psychology.
4. Exhibit an understanding of major questions that have driven psychological thought throughout its history
5. Demonstrate proficient skills in writing and communicating in APA style.
6. Apply understanding of cross-cultural and gender models of psychology and how culture influences psychology as a field.

Prerequisites/Corequisites

PSY201

Required Textbook(s) and Resources

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Publisher: Cengage.

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24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

In this course you will participate in a variety of learning activities designed to align with the course outcomes described in this syllabus. Each week you will participate in a discussion forum that will allow you to apply skills and collaborate with peers in an interactive manner. You will be asked to describe studies, consider alternate opinions, create interviews, and develop job ads, for example. At the end of each week you will complete a larger assignment such as creating a podcast, analyzing the contributions of various psychologists, and creating a newspaper to reflect a time in history.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (40)	**Discussions** Activity 2.1 (40) Activity 2.2 (40)	**Discussions** Activity 3.1 (40)	**Discussions** Activity 4.1 (40) Activity 4.2 (40)	**Discussions** Activity 5.1 (40)	**Discussions** Activity 6.1 (40) Activity 6.2 (40)	**Discussions** Activity 7.1 (40) Activity 7.2 (40)	**440**
Assignments Activity 1.3 (70)	**Assignments** Activity 2.3 (70)	**Assignments** Activity 3.2 (70)	**Assignments** Activity 4.3 (70)	**Assignments** Activity 5.2 (70)	**Assignments** Activity 6.3 (70)	**Assignments** Activity 7.3 (140)	**560**
110	**150**	**110**	**150**	**110**	**150**	**220**	**1000**

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <60%

Please see the Academic Bulletin for grade appeal information.

Course Schedule and Weekly Checklist

Start Here

☐ WED: Activity 1.1: Course Anticipation - Initial Post

Week 1: The Study of the History of Psychology

☐ WED: Activity 1.1: Course Anticipation - Secondary Post

☐ WED: Activity 1.2: Choose a Classic Study in Psychology - Initial Post

☐ SAT: Activity 1.2: Choose a Classic Study in Psychology - Secondary Post

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☐ SUN: Activity 1.3: An Argument for Psychology as a Science

Week 2: Psychology in the Early Years

☐ WED: Activity 2.1: Revise History - Initial Post

☐ WED: Activity 2.2: The Impact of Early German Psychologists - Initial Post

☐ SAT: Activity 2.1: Revise History - Secondary Post

☐ SAT: Activity 2.2: The Impact of Early German Psychologists - Secondary Post

☐ SUN: Activity 2.3: Podcast Assignment

Week 3: Paradigm Shifts

☐ WED: Activity 3.1: Job Ad - Initial Post

☐ SAT: Activity 3.1: Job Ad - Secondary Post

☐ SUN: Activity 3.2: Structuralism vs. Functionalism

Week 4: A Change is Coming

☐ WED: Activity 4.1: The Rise of Behaviorism- Initial Post

☐ WED: Activity 4.2: Behaviorism Today - Initial Post

☐ SAT: Activity 4.2: The Rise of Behaviorism - Secondary Post

☐ SAT: Activity 4.2: Behaviorism Today - Secondary Post

☐ SUN: Activity 4.3: Behaviorist Profile

Week 5: A New Perspective

☐ WED: Activity 5.1 The Impact of Gestalt Psychology - Initial Post

☐ SAT: Activity 5.1: The Impact of Gestalt Psychology - Secondary Post

☐ SUN: Activity 5.2: Obstacles for Gestalt Psychology

Week 6: Dreams, Sex, and the Unconscious

☐ WED: Activity 6.1: Freud, Jung and America - Initial Post

☐ WED: Activity 6.2: Interview with a Psychologist - Initial Post

☐ SAT: Activity 6.1: Freud, Jung and America - Secondary Post

☐ SAT: Activity 6.2: Interview with a Psychologist - Secondary Post

☐ SUN: Activity 6.3: Psychoanalysis Today

Week 7: Psychology Today

- ☐ WED: Activity 7.1 Influences on Cognitive/Evolutionary Psychology - Initial Post
- ☐ WED: Activity 7.2 Editorial - Initial Post
- ☐ THU: Activity 7.3: Final Project
- ☐ SAT: Activity 7.1: Influences on Cognitive/Evolutionary Psychology - Secondary Post
- ☐ SAT: Activity 7.2: Editorial - Secondary Post

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations).
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: Digital Literacy: Netiquette and Internet Safety.
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a support ticket.

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at http://www.tiffin.edu/va.

Additional Support

If you need to consult an academic advisor refer to TU's Meet the Team page. For information about TU's peer tutoring program see the Murphy Center's Tutoring Policies and Procedures page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.