

Loyola University Chicago
School of Education
CPSY 435 - History and Systems of Psychology
Summer Session I, 2016

Instructor: Denada Hoxha Ph.D.
Office hours: By appointment
Contact Info: dhoxha@luc.edu

Course Overview:

This course will provide a graduate-level introduction to the philosophical and historical development of the field of psychology, viewed primarily from a chronological perspective. The purpose of the course is to provide exposure to the significant events, individuals, and movements influencing the field, as well as explore psychology's place in broader academic and social contexts. This course will follow a seminar format, with heavy emphasis on our online interactions and reflection upon the content. To adequately engage in such reflection, the **required readings should be completed in advance** of engaging in our conversations. As this is an online course I hope that via the use of the Sakai, we will have the opportunity to get to know each other and interact in meaningful and engaging ways.

Course Objectives:

1. To develop an understanding of the general chronological development of the field of psychology.
2. To gain awareness and insight to the ways in which psychology is more broadly informed by centuries of prior thought and philosophy.
3. To appreciate the importance of context upon the development of key ideas or schools of psychology.
4. To observe and reflect upon the ways in which information related to psychology is promoted or discussed more broadly among the general public.
5. To apply insights gleaned from historical study to one's own worldview and practice of psychology.
6. To examine the limitations of various theories and their influences on today's psychology.

School of Education's Conceptual Framework:

Loyola University Chicago School of Education (SOE) articulates social justice as its mission and social action through education as its responsibility. Please refer to this link for more information on the School of Education's Conceptual Framework: <http://www.luc.edu/education/mission/>.

This course seeks to advance this framework through: (a) the acquisition of **knowledge** about the development of psychology as an academic discipline, including the ability to critically evaluate how this knowledge is situated within particular sociocultural contexts; (b) the process of reflecting upon how to apply this knowledge in the **service of others**, specifically underserved and marginalized populations; (c) the ability to understand and evaluate specific professional **skills** within a framework of historical precedents; and (d) the identification and consideration of **ethical issues** that may arise in the balancing of a variety of historical perspectives.

IDEA Objectives Linked to Course Evaluation:

- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

Please refer to this link: <http://luc.edu/idea/> for further information on IDEA Objectives.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. For additional information please use the following hyperlink about [LiveText](#).

Course Guidelines:

Structure of course: This course is intended to follow a seminar format, and we will replicate that teaching modality via rigorous use of the **Sakai Forums** tool (i.e., the message boards. For each week, there will be summaries of required readings available for your review via **Sakai Lessons** section. You will be asked to share your reflections about the readings via Sakai Forums. I will be taking part in these conversations, and also evaluating the quantity and quality of your contributions to the virtual dialog. I may also be pressing you with some challenging follow up questions, to ensure you have done the reading, so be prepared to be well versed on your topic of choice. In week four, you will also be required to create an multimedia, curated web page of content related to a course-relevant topic, and in week five you will submit an 5 page paper detailing the historical antecedents and development of psychological topic of your choice.

Required Text

Hergenhahn, B.R., & Henley, T.B. (2009). *An introduction to the history of psychology*. (7th ed). Belmont, CA: Cengage Learning. ISBN-10: 1133958095; ISBN-13: 978-1133958093

Additional Policies:

Please use the link: <http://luc.edu/education/syllabus-addendum/> for more information on several policies briefly summarized below:

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with

Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>.

School of Education Dispositions: The SOE Disposition of *Professionalism* will be evaluated in this course via assessment of each student's appropriate engagement in the online course forums, as exemplified by respectful acknowledgement of varying opinions, appropriate self-disclosure, and meaningful and substantiated exploration of one's individual viewpoints.

Technology: This course relies heavily on the use of the **Sakai Learning Management Tool**. Students are expected to be proficient in the use of this platform, and should consult with Loyola's online Sakai support resources, available at <http://www.luc.edu/itrs/teachingwithtechnology/sakai/sakai-student-tutorials.shtml>.

Diversity: Your department and program are committed to issues of diversity including, but not limited to race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse people.

EthicsLine Reporting Hotline: Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines: The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Course Schedule & Assignments*

WEEK 1: May 23-27

Readings: Hergenhahn & Henly, Chapters 1, 2, 3

Assignment: Introductory Video

WEEK 2: May 31-June 3

Readings: Hergenhahn & Henly, Chapters 4, 5, 6

Assignment: Discussion Posting & Moderation (#1)

WEEK 3: June 6-10

Readings: Hergenhahn & Henly, Chapters 7, 8, 9

Assignment: Discussion Posting & Moderation (#2)

WEEK 4: June 13-17

Readings: Hergenhahn & Henly, Chapters 10 & 11

Assignments: Discussion Posting & Moderation (#3)
Psychology in the Media assignment

WEEK 5: June 20-24

Readings: Hergenhahn & Henly, Chapters 13 & 14

Assignment: Discussion Posting & Moderation (#4)
Historical Precedent paper

WEEK 6: June 27-July 1

Readings: Hergenhahn & Henly, Chapters 17 & 20

Assignment: Discussion Posting & Moderation (#5)

**Course topics and reading assignments are subject to change depending on progress of class.*

ASSIGNMENT	DUE DATE	DESCRIPTION	POINTS (out of 100)
1. Introductory Video Clip	Fri, May 27 (5pm)	<p>Using your computer's webcam, record and post a quick introductory video of yourself, so we can all "get to know each other", albeit remotely. You will post this in Sakai using the Forums tool. In your video, please provide your name, your program and year, and answers to the following questions:</p> <ul style="list-style-type: none"> • What do you hope to gain from this class? • What's one trait, quality, or perspective that you can bring to the class that might benefit the rest of us in the class? 	10 points
2. Moderated Conversations and Peer Participation	Original posting by Tuesday 12pm of each week beginning the second week of the semester	<p>Beginning the second week of class, using the Sakai Forum tool you will moderate one conversation thread per week, based on a question of your choice. Topics may come from the assigned readings, from the questions listed at the back of each chapter, or from your own reactions to the readings. To initiate your conversation, I will ask you to provide your own reflections on the question, in approximately 150-200 words, and then open the discussion to your peers. You will be responsible to moderating the discussion over the course of the week, responding appropriately (i.e., you don't need to respond to every post, but you should be guiding the discussion and responding appropriately). Threads should run from Tuesday to Friday (e.g., questions will be posted by Tuesday, May 31st, and dialog should continue on those threads through Friday, June 3rd). We will decide who will be moderating each week via email.</p> <p>You will also be asked to join in at least three discussion threads of your fellow classmates. I will be joining the discussions, and grading your overall level of interaction.</p> <p>Note: to avoid overlapping questions and associated threads, you will be required to post a unique question. If one of your fellow students posts the question you want first, you must pick a new one. Thus, I would recommend that you post your topic as soon as possible, and then add your reflection content shortly thereafter.</p>	10 points x 5 weeks = 50 points
3. Psychology in the media	Fri, June 17	In order to gain some insight on how the general public receives and perceives information about psychology, I	20 points

	(5pm)	<p>encourage you to gather a variety of materials from mass media regarding a course-relevant topic of your choice. This might be a topic or person that is “hot” in the media right now... be creative. I may provide some examples via Sakai, if necessary.</p> <p>Using the Sakai Forums tool, you will briefly introduce the topic (approx 200 words), including your interest in the topic and what you’ve discovered online. You should then post links to these resources, which may include the following: YouTube clips, podcasts, online articles, etc., and make sure to adhere to appropriate copyright restrictions and citations. The overall goal is to give a glimpse into how a particular topic is being treated and discussed in the broader public. Feel free to add your reflections or insights.</p> <p>Once posted, you’ll then have the opportunity to view each other’s pages.</p>	
4. Historical Precedents Paper	Fri, June 24 (5pm)	You will select a topic in psychology in which you are interested and write a 5 page paper (APA style) tracing the historical precedents and key figures that have contributed to this area of interest. Email me about the topic you choose by May 25 th . Please upload your paper on Sakai Assignments.	20 points
TOTAL POINTS POSSIBLE			100

Grading:

Grades will be posted to **Sakai Gradebook** as they are compiled. Final course grades will be based on the cumulative total points earned, as follows:

93.0-100	= A	80.0-82.99	= B-
90.0-92.99	= A-	70.0-79.99	= C
87.0-89.99	= B+	<70	= F
83.0-86.99	= B		