INTRODUCTION AND PURPOSES

This is an introductory, graduate-level course on the philosophical and historical underpinnings of psychology as an academic and clinical discipline. As such, it will provide an introduction to the field of psychology from a chronological perspective. The purpose of the class is to expose students to key historical events, persons, ideas, theories and more within the larger discipline. As students learn about these various perspectives, it is expected that they will critically analyze and challenge the different paradigms, and will do so individually and with their peers. This course is designed as a seminar, which means that doing the readings ahead of time is central to students’ ability to meaningfully take in, reflect on, and discuss the course material with others. Students are expected to make consistent use of online resources, including the class portal on Sakai in order to participate in weekly discussions, submit assignments, and to receive feedback from the instructor.

Thus, the major objectives of the course are as follows:

1. To develop an understanding of the general chronological development of the field of psychology.

2. To gain awareness and insight into the ways in which psychology is more broadly informed by centuries of prior thought and philosophy.

3. To appreciate the importance of context on the development of key ideas and/or schools of psychology.

4. To observe and reflect upon the ways in which information related to psychology is promoted or discussed among the general public.

5. To apply insights and information 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.

COURSE TEXT

REQUIREMENTS

Grades for the course will be based on the student’s performance on the following:

1. **Introductory Video:** Please record and post a video (5 minutes or less) to introduce yourself to the rest of the class. Please include your name, your program of study, and your year in the program. Briefly discuss what you hope to gain from this class and any specific topics within the history of psychology that you are particularly interested in or passionate to explore.

2. **Weekly Discussion Posts:** Beginning the second week of class, you will use the Sakai Forum tool to post AT LEAST **ONE UNIQUE** question that you have for the rest of the class based on the week’s readings. To initiate the conversation, please include your own response (250-500 words) and then open the discussion to your peers. Additionally, you are to respond to AT LEAST **TWO** of your fellow students’ questions. Your responses (250-500 words) should incorporate and reflect your thoughts/understanding of the week’s topics. Be sure to include relevant citations (chapter and page) or outside readings with citations where appropriate.

3. **Selected Topics Presentation & Mini-Reflection:** Utilizing a PowerPoint format, you will prepare a presentation on a selected topic from the ones below and/or of your interest. Within the presentation, please include: (1) an introductory slide summarizing your topic of interest; (2) 3-5 slides with information of what you learned (e.g., important dates, events, or individuals connected with the topic); (3) 1-2 slides explaining how the topic is important to understanding the history of psychology; (4) 1-2 slides indicating the relevance of what you learned to clinical work, research, and/or teaching; (5) a reference slide including full, APA-style citations for the resources that you used to complete this project.

   In addition, you will submit a brief, 2-3 page, double-spaced reflection summarizing why you selected your particular topic, describing the process of learning more about this topic, and reflecting on any take-away messages that felt important based on your experience of researching this topic. You do not need to include a title page or a reference page for this reflection (though you may if you so choose).

   *Topics for this presentation should be approved by the instructor via email by May 31st at the latest. Please consult the next page of the syllabus for possible topics. Note that you are allowed to select your own topic of choice, so long as it is approved by the instructor by the given deadline.*
Possible topics to consider:

- Women in psychology
- Important movements within developmental psychology
- Race & psychology
- Early psychological treatments
- Psychometrics (development of assessments in psychology)
- History of asylums in the United States
- History of clinical psychology
- Specific event of your choice
- History of counseling psychology
- Specific scholar of your choice
- History of vocational psychology
- Topic of your choice

4. Final Reflection: In lieu of a final exam, you will submit a 5-7 page, double-spaced, APA-style, self-reflection paper. Using the class readings, presentations, and discussions, please reflect on the following: (1) the importance of studying history and systems of psychology; (2) what you learned in this class; and (3) how you may apply this material in your future work as a scientist, clinician, educator, and/or advocate. Please be sure to follow the APA style requirements for this reflection (e.g., with reference to including a title page and citing references (you do not need to include an abstract)).

GRADING POLICY

The course grade will be calculated based on successfully completing the following assignments: introductory video (10 points), weekly discussion posts (10 points per week for a total of 50 points), selected topics in psychology presentation (15 points) and reflection (5 points), and the final course paper (20 points). Note that within the weekly discussion posts, 5 points will be awarded towards posting and answering an original question and 5 points will be allocated towards answering at least two (2) other questions posted by others.

100-90% A  
92-90% A-  
89-87% B+  
86-83% B  
82-80% B-  
79-77% C+  
76-73% C  
72-70% C-  
69-67% D+  
66-60% D  
59- F

Late assignments will not be accepted without previous written permission from the instructor. If you anticipate needing an extension, please do your best to contact the instructor as soon as you know. Late assignments submitted without an extension will be deducted by 10% for each late day.
IDEA OBJECTIVES

The core objectives of the course include: (a) gaining factual knowledge about key historical events, persons, and trends within the history of psychology, (b) learning theories and ideas related to our developing understanding of human nature, psychology, mental wellness, and the role of psychologists in working with individuals/groups to facilitate healthy development and outcomes, and (c) learning to apply knowledge by evaluating and critiquing ideas, arguments, and different points of view presented from historical sources. The phrases in bold represent the essential or important objectives for the course on the IDEA course evaluation which can be found at http://luc.edu/idea/. Be sure to log in and completed the evaluation when it is posted.

DISPOSITIONS

Students in all programs in the School of Education are expected to develop three specific dispositions during their graduate study: (a) professionalism, (b) fairness/equity, and (c) beliefs that all students can learn. The descriptions for the expected behaviors for these dispositions can be found on the rubric posted for the course in LiveText.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Social Action through Education: As a counselor, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge and opportunity to critically evaluate and apply relevant historical information to current professional contexts.

DIVERSITY

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. You will be challenged to consider all these and more as you learn more about the history of psychology as an academic and professional disciple, and one situated within the broader social and political context.

SYLLABUS ADDENDUM LINK

Statements on University policies concerning academic honesty, accessibility, ethics reporting, and electronic communications can be found at www.luc.edu/education/syllabus-addendum/
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<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Assignments Due</th>
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<tr>
<td>May 20-24</td>
<td>Introduction, Ancient Greece, Rome and the Middle Ages</td>
<td>Read Ch. 1, 2, 3, Introduction Video due May 24&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>May 27-31</td>
<td>Renaissance Science and Philosophy, Empiricism, Sensationalism, and Positivism</td>
<td>Read Ch. 4, 5, 6, Discussion post &amp; 2 replies, Selected Topics, Presentation topic approval due May 31&lt;sup&gt;st&lt;/sup&gt;</td>
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<td>June 3-7</td>
<td>Romanticism and Existentialism, Physiology and Psychophysics, Early Approaches to Psychology</td>
<td>Read Ch. 7, 8, 9, Discussion post &amp; 2 replies</td>
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<td>June 10-14</td>
<td>Evolution and Individual Differences, American Psychology and Functionalism</td>
<td>Read Ch. 10, 11, Discussion post &amp; 2 replies, Selected Topics, Presentation due June 14&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>June 17-21</td>
<td>Neobehaviorism, Gestalt Psychology</td>
<td>Read Ch. 13, 14, Discussion post &amp; 2 replies</td>
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<td>June 24-28</td>
<td>Humanistic (Third-Force) Psychology, Psychology Today</td>
<td>Read Ch. 17, 20, Discussion post &amp; 2 replies, Final Reflection due June 24&lt;sup&gt;th&lt;/sup&gt;</td>
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