

## PY400 SYLLABUS Winter 2015

PY400 – online –History of Psychology -- Professor Harry A. Whitaker  
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Course E-mail List: [py400@mailshare.nmu.edu](mailto:py400@mailshare.nmu.edu)  
Office hours: Please see file “Office Hours” on EduCat site. If not arranged in advance by email, Prof Whitaker may not be in.

### Quick Summary of Course Requirements (details below)

Twelve to fourteen essays, one per week starting second week of semester; essay topics are assigned. See below for topics. There will be an extra credit option, the description of which will be available to you this coming week.

PY400, History of Psychology, is a 4-credit hour course on the historical foundations of Psychology, designed for students with a minimum of junior, preferably senior standing or the equivalent preparation in basic courses in Psychology. If you are not a junior or senior and/or if you've not had at least 4 Psychology courses including Intro to Psychology, you may not be adequately prepared for this course and should discuss your situation with me before continuing. This course has been approved for graduate credit; if you are a graduate student who wishes to obtain graduate credit, contact me now to learn about additional requirements.

In this course you'll become acquainted with key persons, ideas and themes of western Psychology from its roots in Chinese, Indian Greek and Roman culture and philosophy to its modern development through the 20<sup>th</sup> century as an independent scientific discipline. The course framework is:

1. Sketches of pre-Western Psychology
2. Some early Greek ideas relevant to psychology
3. Classical Greek and Roman thought
4. The Augustinian period and medieval times
5. Arab Renaissance to the western Renaissance
6. The period of the Scientific Revolution
7. The 17<sup>th</sup> and 18<sup>th</sup> Centuries
8. Multiple strands of the 19<sup>th</sup> century
9. The transition to modern psychology
10. Behavioral, clinical, neuropsychological and experimental developments in modern times

We'll consider general psychological topics such as personality, memory, perception, mind, brain and behavior and common approaches to these topics such as rationalism and empiricism. You will become acquainted with the nature of historical analysis and how it contributes to an understanding of Psychology. People, ideas and events are best appreciated

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when placed in their own specific historical context, not when the past is judged by today's standards.

Evidence of your mastery of this material will be provided by 12-14 written essays on assigned topics. Essays will follow APA style guidelines, these are provided in the Mitchell, Jolley and O'Shea text the APA Style Guide publication and can be found online on the Olson Library website.

[1] Textbook:

Nicoletta Fraire, Casey Pernaski, Emily DePetro, Samantha Wagner, Cecilia Brown, *and* Harry Whitaker.. Approaches to a History of Western Psychology. Third edition, 2014. **This e-text is available to you free on the EduCat website for the course; it will be updated periodically.** Yes, you should download it to your computer.

[2] Recommended but not required: Mark L. Mitchell, Janina M. Jolley & Robert P. O'Shea. Writing for Psychology. Fourth Edition. Belmont: Wadsworth – Cengage, 2013. ISBN-13: 978-1-111-84063-1 (paperback) [Note: in this case, using the Third Edition (2010) is ok.] Mitchell et al. discuss how to follow the APA Style Guide rules; this is critical for writing your essays. However, if all you need is the rules, there is another bonafide source, the Olson Library website for the APA style guide. Here is the URL: [http://library.nmu.edu/guides/userguides/style\\_apa.htm](http://library.nmu.edu/guides/userguides/style_apa.htm). The APA style guide is also available from the Purdue University Online Writing Lab: <https://owl.english.purdue.edu/owl/section/2/10/>

## Py400 COURSE REQUIREMENTS Fall 2014 semester

[a] You are required to take a pre-course assessment quiz (graded but grade will not be used to calculate final grade) during first week of class and a post-course assessment quiz (also won't count toward your final grade) during final exam week. The pre-course assessment quiz counts as your attendance during the first week of class and must be completed by Friday, 16 January, before midnight.

[b] 12-14 written essays of varying length, each on a history of psychology topic, as assigned by email, due each week starting the first week of classes. Late essays will be accepted but will be reduced to a lower grade, except for the final two essays; the last two essays will not be accepted late.

First Assignment for PY400, due Friday, January 16<sup>th</sup>, before noon (12pm)

Write an essay no longer than 1 page, in .doc or .docx format, Times New Roman or Calibri font, 12 point, double spaced, normal margins with the title of the essay, your name and PY400 in the Header. The Word document's name should be your initials + your last name + PY400 + 1-3 short words identifying the content.

Example: H.A.Whitaker-PY400-whyHOP

If you use references (good idea), put them on page 2.

Topic: Why study the History of Psychology (HOP)?

Essay is due Friday, January 16<sup>th</sup>, before 12pm (noon). Submit as an attachment to Professor Whitaker [hwhitake@nmu.edu]; make sure "PY400" is in the subject line of your email.

ASSIGNMENTS WILL BE GRADED FOR WRITTEN ENGLISH AS WELL AS CONTENT AND STYLE-FORMATTING

*Some HINTS, SUGGESTIONS AND RULES for WRITING TECHNICAL ESSAYS for PY400*

Quotes: these are usually **not** a good choice because it is more difficult to integrate someone else's words into your essay; it is usually better to paraphrase, unless the *precise* words are critical to the content of your essay. The precise words usually are not critical; it's the thought that counts!

Citations, in the text and in the bibliography: Paraphrased ideas still need to be cited, in your text and in your bibliography, unless they are very general or commonly known. Yes, this is sometimes a judgment call; if it is "close", I may make a note in your essay but you'll get the benefit of the doubt with respect to grading. If it is not close, you'll be marked down for not citing a reference where it is expected.

Examples: *Ancient Greek culture flourished before Roman culture.* (this is general knowledge, no citation is needed). As silly as this may seem to you to mention it, Descartes came before Leibniz, Locke, Hume and others. The point? Check the time-frames when referring to more than one character. **Now, look back two sentences.** "*The point?*" is not a complete sentence, but it fits in this set of notes because these notes are a message

from me to you; this is not a technical essay! Because water flows in a river, the exact same bit of water is never in the same place; this obvious fact led Heraclitus to say that *one cannot step in the same river twice*. This is general knowledge, no citation is needed. Descartes famously said *I think, therefore I am*; this is general knowledge and no citation is needed. Locke is an empiricist and believed in the *tabula rasa*, which is also general knowledge and does not require citation. The fact that Leibniz's *monads* are hierarchical is not general knowledge and does require a citation. The fact that David Hartley was strongly influenced by Isaac Newton is not general knowledge and does require a citation. These are judgment calls so use your good judgment.

TO BE AVOIDED AT ALL COSTS: No matter how you feel about something, please do not tell me; do not tell me what you found interesting, what you found challenging, what you found complex nor what you found puzzling, exciting, curious or even boring. Don't say "I liked it"; that kind of remark belongs in commercials, not technical writing. On the other hand, if the philosopher John Searle said that he found Descartes interesting, that you can mention with the appropriate citation in the text and in the bibliography. P.S. I have no idea whether he did nor not.

**I'm not generous about the due dates.** Essays that don't get submitted by the due date are considered late and the grade will be affected.

References and in-text citations: **For all essays, I expect to see outside references, at least one reference in addition to the textbook.**

Length: will vary with the assignment. I check the number of words in your essays and you'll hear from me if the essay is too long or too short, either of which may affect the grade. Being too short will almost guarantee a lower grade. Having said that, the TA and I find it much easier to read Calibri or Times New Roman (the font I'm using now) in either 12 point or 14 point. This is 14 point. Hint: if the TA and I find it easier to read, we're in a better mood.

Grades: The TAs and I will mark up your essays as clearly and as tough as we possibly can; however, I alone assign the grades. If you read our critical comments, and take them into account when you write subsequent essays, you'll do better and better as the semester progresses.

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WC and WW. When you see “WW” in your essay, which means you have used the wrong word, it is to be taken seriously. Using the wrong word can either damage the grammar or impair the meaning, or both. If you’ve been getting a lot of WW marks on your essays, here’s my suggestion: after you write your essay, show it to a classmate, roommate, friend, significant other, an English major, mom, dad, sister or brother and ask them if any of the words “don’t seem right”. And if one of these nice folks says, oh yea, this word looks funny, take heed and check it out. When you see “WC” in your essay, which means poor word choice, this should be taken seriously, too. Using an ill-chosen word affects your style and your style affects my mood. Need I say more? Same remedy as for WW: show your essay to someone, *after* you write it!

Typos are sneaky little things that not only pop up unannounced but are hard to detect. You may even find a couple in this note. I always re-read what I write before I send it; you should, too. If you find a typo in these notes, do me a favor and send me an email about it.

The TAs for this course is Nicoletta Fraire [nfraire@nmu.edu](mailto:nfraire@nmu.edu). You may ask her about the appropriateness of a topic before you write your essay, if you are in doubt. She does the first-pass marking of your essays, using a key which was just explained above. I do the second-pass and I alone assign the grade.

### CONTENT of your essays

Here’s the interesting story. Your e-textbook is in its third edition. It is still somewhat rough around the edges. The most important issue facing the authors of the textbook in preparing the current edition was to add more content. Since the content of your essays will be subject matter in the history of psychology that is not found in the e-textbook, your written essays for PY400 at the very least will inform the authors of what is missing. You will proceed through the textbook front to back as the semester proceeds, locating missing content from original (primary) source materials (these are preferable), secondary source materials such as other history of psychology textbooks (acceptable), or online materials (which may be primary or secondary sources) -- (primary sources are always preferred; secondary are acceptable but be careful to use reliable, bona fide websites – if in doubt, ask).

Examples: Wikipedia is not even a secondary source; Wikipedia can be helpful if used properly, e.g. use it to track down primary and secondary

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sources, but by itself is *not* a good reference for your essays. On the other hand, both the Stanford Encyclopedia of Philosophy and the Internet Encyclopedia of Philosophy are decent secondary and tertiary sources and ok to use, though I'd suggest using something else in addition to them.

There are some reliable online sources up on the EduCat website for this class, including the SEP and the IEP; you are welcome to use them.

**WANT TO PUBLISH SOMETHING?** If your essay captures the attention of the authors of the e-textbook, and if they decide to use your essay in the third edition of the e-textbook, you will receive a citation in the e-textbook that you may add to your C.V. By submitting your essays in this course, you are granting permission for us to use them in future editions of the textbook, with full and appropriate bibliographic citation and acknowledgment. If for some reason you object to this and do not wish for us to consider your essays for publication, all you need to do is write and email to Professor Whitaker now: [hwhitake@nmu.edu](mailto:hwhitake@nmu.edu)

Suggestion: start your essay by reference to something in the textbook (don't forget to cite it in your references) and then expand upon that topic by using material that is not in the e-textbook. In other words, your essay will contribute new knowledge to the textbook (it's unlikely to be "new" knowledge to the world, nor to Prof Whitaker, but that's not the point; the point is that the bulk of your essay will be content that is not currently in the e-textbook).

Topics for future essays, #2 et seq., will be announced as we proceed through the semester, in a separate email.

Missing an essay assignment: please read this carefully. Late essays will be marked down from the earned grade, at Prof Whitaker's discretion. If you know beforehand that you will be unable to access email for an assignment, you must discuss it in advance with Prof Whitaker to even be considered eligible for a make-up with no penalty. Traveling home for family matters of any sort will not count; you have a laptop and the internet is available everywhere. An official NMU-excused absence is only valid if an NMU faculty or staff person writes a letter to Prof Whitaker that the internet was unavailable for the entire duration of the trip; in this case the essay is due the day after you return to campus. For a medically-related excuse, a letter, note or email to Prof Whitaker from an appropriate clinical person is required.

There are no exceptions to these rules, except per university policy during flu epidemics.

PLAGIARISM and STANDARDS FOR ACADEMIC INTEGRITY: NMU's policy on academic honesty is discussed in the student handbook; please pay particular attention to Section 2.2.3.02 which defines plagiarism as any work "which contains ideas or materials taken from another without full acknowledgment of the author and the source." If you use the exact words of someone else, you indicate this by use of quotation marks and you cite the source. If you use the ideas of someone else but paraphrased in your own words, you still must cite the source. Personal note: my strong preference is for paraphrased source material because you can then smoothly integrate the material into your writing style. Any material taken from an Internet source must be acknowledged, just as is material taken from a book or journal. Use the APA style for references. **VERY IMPORTANT**: In writing psychology papers as well as in preparing posters or presentations, it is always necessary to use other people's ideas -- it is part of the scholarly process. Professor Whitaker has been writing research papers and making presentations at academic conferences since 1966; he has always used ideas from other sources and still does. How to use other people's ideas is not complex but you may want some pointers on how to do it correctly. Ask. Each of you must be sure that you properly acknowledge where your source material came from so that it is clear which ideas and words are yours and which are someone else's. Please note: persistent or flagrant plagiarism in written work in your email posts or essays will result in an F for the course and will be reported to the Dean of Students. Blatant or flagrant plagiarism may result in a recommendation for dismissal from the university. There are no time limits on the consequences of plagiarized work; if plagiarism is discovered after the grades are turned in for this class, an F grade will be entered as your revised final grade. Academic integrity is a very serious matter and Professor Whitaker takes it seriously.

## DISABILITY SERVICES

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.



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\*Attendance is required; the section above, “Missing Assignments” explains how absences may be excused. For online courses attendance is recorded by your email participation which includes taking the pre-course assessment quiz, taking the post-course assessment quiz, submitting the essays on time and, at your discretion, participating in the on-line discussion list, [py400@mailshare.nmu.edu](mailto:py400@mailshare.nmu.edu) NMU’s registrar abides by the rule that unexcused non-attendance during the first week of class allows a professor to remove a student from the class roster; Prof. Whitaker abides by this rule.

\*If anything in the syllabus is unclear, it is your responsibility to ask for clarification. Please do this by email sent to [hwhitake@nmu.edu](mailto:hwhitake@nmu.edu). The possibility exists, though rare, that something may change in the syllabus later in the semester; in this event, you will be notified by email well in advance. Past experience suggests that any such changes would be to clarify some course requirement, possibly to reduce course requirements, but never to add extra work.

CONTACTING Prof. Whitaker, or the TA, or participating in the class discussion by email:

There are three very easy and very important rules for email posts:

- (1) The subject line of all emails pertaining to the class will start with the class i.d., PY400; this is followed by a phrase that identifies the content of your email – what is it about? This is how Prof Whitaker sorts through hundreds of emails to find those related to his classes. It’s simple: If an email is not properly identified in the subject line, then it will be ignored and discarded.
- (2) All emails must be signed with your full name as it is registered in the course, so that they can be answered and/or filed properly after reading and answering. Your email address is not useable for this purpose. It’s simple: If your email is unsigned then don’t expect a response from me or the TA. Just in case you haven’t figured out why you are required to sign your emails with your full name, note that there are duplicate first and last names and some of you have email addresses that don’t match your name. If you use a Hotmail or gmail account for the class email list, which you are welcome to do if you



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wish, then the match between name and email address is even more obscure.

- (3) Class emails are formal communications, not tweets, not texting nor any sort of social media. When addressed to me, use ‘professor’ or ‘doctor’ – my preference is ‘professor’ because historically it has more prestige; this strategy invariably puts me in a good mood. Please do not use “hey” in the salutation; that invariably puts me in a bad mood.

### COURSE OBJECTIVES

[1] Assess knowledge of history of psychology prior to taking the course; this is measured by the pre-course assessment quiz.

[2] acquisition of knowledge of history of psychology gained after taking the course; this is measured by the post-course assessment quiz.

[3] improve ability to write technical English on psychological topics; this is measured by improvements in writing from the first to the last (14<sup>th</sup>) written essays, objectively marked for punctuation, grammar, semantics and logic.

[4] mastery of the ability to do research in the history of psychology; this is measured by 12 written essays, each of which will research an historical topic that is not in the course textbook.

NOW, SEND AN EMAIL to Prof Whitaker stating THAT YOU HAVE READ AND UNDERSTAND THE SYLLABUS. [hwhitake@nmu.edu](mailto:hwhitake@nmu.edu)