

Psy

WE99

Chaminade University of Honolulu
PSY 32320 History and Systems of Psychology (3)
Tuesday evenings, MCBH
Instructor: William F. Whisenant, Ph.D.
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The course will meet 10 consecutive Tuesday evenings from January 12, 1999 through March 16, 1999. Class time from 5:30 p.m. to 9:40 p.m.

Text: *A History of Modern Psychology* (6th Ed.) by Duane P. Schultz and Sidney Ellen Schultz, Harcourt Brace College Publishers, © 1996

Supplemental Text: *Psychological Kinesiology: Changing the Body's Beliefs* by William F. Whisenant, Monarch Butterfly Productions, © 1994 William F. Whisenant

January 12: Ch. 1, The Study of the History of Psychology, and Ch. 2, Philosophical Influences on Psychology. Introduction to the course, instructor, subject matter, format, grading, term papers, each other, etc.

January 19: Ch. 3, Physiological Influences on Psychology, and Ch. 4, The New Psychology.

January 26: First Test. Ch. 5, Structuralism, and Ch. 6, Functionalism: Antecedent Influences. Prospectus of term paper due.

February 2: Ch. 7, Functionalism: Development and Founding, and Ch. 8, Functionalism's Legacy: Applied Psychology.

February 9: Second Test. First half of term paper due (6 complete pages plus bibliography). Introduction to Applied Kinesiology.

February 16: Ch. 9, Behaviorism: Antecedent Influences, and Ch. 10, Behaviorism: The Beginnings.

February 23: Third Test. Ch. 11, Behaviorism: After the Founding, and Ch. 12, Gestalt Psychology.

March 2: Ch. 13, Psychoanalysis: The Beginnings, and Ch. 14, Psychoanalysis: Dissenters and Descendants.

March 9: Ch. 15, Humanistic Psychology and Cognitive Psychology, and Ch. 16, Gender and Race in the History of Psychology.

March 16: Fourth Test. Present papers. Term in papers.

Student Responsibilities:

Attendance and Discussion: Students are expected to attend all classes in order to contribute to class discussions. Discussions are an opportunity for the students to ask questions and contribute any unique knowledge or viewpoints they might have. Alternate views and findings in psychological history and systems will be presented that are not in the text. Missing classes can seriously impair examination performance. Plus, class attendance and discussion directly contribute to the student's grade. The student will receive 1 point for each hour of class attendance (4 points per class period) totalling 40 points. To receive the full credit for each class period the student must be present when the class begins, i.e. if you show up at 5:35 p.m you lose a point.

Examinations: There will be four examinations worth 40 points each (40 multi choice questions) that will total 160 points. These will be given on the 3rd, 5th, 7th, and 10th class periods. The dates for these are January 26, February 9, February 23, and March 16. There will be no makeups for missed examinations without a legitimate excuse (to be determined by the instructor).

Term Paper: The term paper will be worth 60 points. The final paper must be a minimum of 12 complete pages. Don't short change the last page and don't use a huge font on your computer. I ain't stupid. The references must be in APA format from professional sources.

Grading philosophy of the instructor:

An "A" is a special grade. It represents excellence. It is given to special people. It is given to people who are talented, meaning they are intellectually bright enough to grasp the material and creatively innovative enough to overcome challenges that hinder successful completion of the course. The "A" student is motivated enough to complete all the requisites. The "A" student has adequate personal and life circumstances to support pursuit and completion of the work. The "A" student does not get sick at inopportune times and is unencumbered by obligations that would detract from participation in the course.

The grades of "B", "C", or "D" would indicate some portion of the above traits in decreasing order of magnitude.

In summation, if you have tragic circumstances that prevent you from performing well in the course, you have my sympathy but you do not have the grade. I sincerely wish you the best on an unbiased but level playing field.

<u>Grading:</u>	<u>Points:</u>
Four Examinations	160 (40 points each)
Attendance & Discussion	40 (4 points per class period, 1 point per hour)
Term Paper	60 points
<u>Total:</u>	<u>260 points</u>
Letter Grade:	
A = 234	B = 208
C = 182	D = 156
	F = below 156

Getting Maximum Credit on a Term Paper in Whisenant's Course

Proof read it. Send it through the spell checker and grammar checker if available. Have someone who has a reasonable command of the English language read it. A paper was once submitted on psychological differences between the genders, a worthwhile topic. Throughout the paper the author repeatedly referred to personality differences between "males and females." This type of mistake will make it past the spell checker but even a cursory reading will pick it up. Use professional literature sources. *Psychology Today* does not count. There are many journals that are approved by the American Psychological Association that do count. Certain professional books count. Many books are geared toward the mass market and do not have the same standards. If in doubt check with me.

For the prospectus, turn in about a half a page describing what you wish to write about. Include the theorists, researchers, school of thought, problem area, or theme of the paper. Also, include some of the resources that you intend to cover. Include the references of these works and use APA style to cite the works. See how the references are structured in your textbook. This will start you on the path to correctly quoting materials.

When you cite material put the reference in the body of the paper in parentheses including the author's last name, a comma, and the year of the publication. If there is more than one author by that last name, put the initials, also. For example, James McKeen Cattell and Raymond B. Cattell would be (Cattell, J. M., 1928) and (Cattell, R. B., 1970). If no one else has the name just use the last name, i.e. (Freud, 1900). If you directly quote an author, put the quote within quotation marks and in your citation include the page or pages where the passage occurs. Example, "Between 1897 and 1903, Freud came to believe that the case of his early patient Emma Eckstein was typical: most (though not all) of his women patients had deceived themselves and him." (Masson, 1984, p. 188). Most of the time summarize the original ideas or develop your argument in your words. Using the original text without reference citation is, of course, plagiarism. Do not use the terms "prove" and "believe." In science, one never proves anything. Hypotheses are formulated and empirical studies are conducted. The data either supports the experimental hypothesis or they do not. And don't put your opinions in the paper. Remember you are an undergraduate at a third rate university in the middle of the Pacific Ocean. Develop the arguments and present the relevant data.

Approximately half way through the course the first half of the paper is due. Turn in six complete pages, double spaced, typewritten or computer printed. Do not use a large font or huge margins to make a small amount of material look like six pages. The purpose of this requirement is to allow feedback on the development of the paper before it is too late. Both oral and written feedback will be given and I will discuss strong points and weak points within the class. The purpose here is to permit everyone to learn from everyone's strengths and mistakes. No reduction in overall credit for the paper will come from mistakes at the half way point. HOWEVER, turning in fewer than six pages or supplying no references on the half paper submission will have detrimental consequences. I don't expect you to get the content of the paper perfect the first time (the second time is soon enough for perfection) but I do expect you to be able to count to six.

The final paper requirement is twelve complete pages. The same cautions that were made above apply here. Take some pride in your product. This is the kind of skill that pulls significant remuneration in the real world. Even if you never do anything else with psychology and never write another research paper, you will probably be called upon to survey what others have done regarding a problem. Being able to systematically gather material together from professional sources, organizing it, and writing the conclusions and/or recommendations up into a coherent form is a talent that is recognized across many fields.

Finally, at the last class meeting each student will be required to orally present the material from the paper. Make your presentation 5 to 10 minutes. Do not merely read the paper. Give a speech from simple outline notes delivering the content of your paper in a smooth, flowing oratory. Some time will be allowed for you to answer questions from the class. Eloquent public speaking is also a highly valued skill across diverse settings. You have my support and best wishes.

How to Make a Good Grade in Whisenant's (or probably any) Course

1. Sit on the front row.

Yes, really. I have observed this correlation in numerous courses that I have taught. People come in the first day and sit wherever. The subsequent class meetings they sit in the same places. Those that sit toward the front get higher grades. Those that sit toward the back get lower grades. And the grading has nothing to do with whether I like the person or not. This pattern holds even for performance on objective multiple choice tests. One student had a "D" average half way through the course and was lamenting her fate and asking what she could do to improve her standing. She sat toward the back. I told her of my observations. She said she was willing to try anything and gathered her materials and moved to the front row (there was plenty of room). She pulled a "B" out of the course as a final grade.

2. Read the text and other materials before coming to class.

Don't wait till the night before test day. Let the lectures and class discussion drive the material home instead of introduce it for the first time. You will be reading the material anyway. Why not do it earlier instead of later?

3. Take notes as you read and as you listen in class.

Even if you never look at the notes again, the activity of writing the ideas down will help get them into your longer term memory. However, reviewing the notes is a good practice, also. Remember, this is psychology. We know about learning and memory.

4. Study in a place with minimal distractions (TV, radio, stereo, kids, etc.).

If you have virtually no other place that offers peace, quiet, and good light, go to the library. The place was actually designed for just that purpose.

5. Sit at a desk or table with good light. Keep your posture straight. Take care of your sleep and food needs before you address the studies.

Does this sound like your mother scolding? These methods really do work. There are some obvious places not to study, like bed. Let your bed be reserved for two activities, neither of which is studying.

6. Keep whining to an absolute minimum. If you must voice a complaint, do it tactfully.

I hope this requires no elaboration or explanation.

7. Develop a genuine fondness for learning in general and for your subject matter in particular.

Tastes can be cultivated. Set up your temple of learning and perform your elaborate rituals that allow the divinities to pour the manna from on high to nourish your humble, grateful soul that thirsts for wisdom. Believe it or not, people have manifested joyous and rewarding lives around an insatiable curiosity of the world's nectar.

May your path be enriched.