

Conceptual Foundations of Psychology

Professor: David Polson, PhD

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Course Website: Accessible via BrightSpace < <https://bright.uvic.ca/d2l/home/222835> >

Scheduled Day, Time | Room: Tues, 2:30-4:20pm; Fri, 2:30-3:20pm | David Turpin Building A120

Teaching Assistant (TA): Kimberly Ning < khning@uvic.ca >

Course Pre- or corequisites: Completed or concurrently enrolled in all of PSYC 100A and PSYC 100B.

Course Content

In this course, we focus on the historical and conceptual foundations of modern psychology. Our interest is in the developing sequence of approaches that have defined the field over the years, as well as the times that influenced that development. The aim of this course is to enable you to recognize the relationships among ideas, theories, and research efforts of various schools of thought and to understand how the different pieces of the psychology puzzle come together to form a coherent picture. This course is also like a case study, an exploration of the people, events, and experiences that have made psychology what it is today.

Course Materials

- 1) Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Boston, MA: Cengage Learning. (purchase hardcopy; or [rent eTextbook](#))
- 2) Supplemental Readings (available at course website)
- 3) Skeletal PowerPoint slides (available at course website)
- 4) Narrated PowerPoint presentations (available at course website)

This course contains 14 units. Each unit typically corresponds to a chapter in the textbook. We will cover one unit every 1-2 class days, with a lecture, in-class activity, and possibly a video presentation taking place in the classroom and a corresponding Unit Quiz taking place outside of the classroom.

In lectures, I will focus on addressing the answers to selected review questions for that day's required reading from the textbook (see *Review Questions* section), clarifying and sometimes expanding upon that content. Before lecture, you are encouraged to download the skeletal PowerPoint slides for that reading (available at the course website) and use them for notetaking purposes. Those "skeletal" slides contain the bare bones of that day's lecture agenda. Lectures will always be accompanied by an in-class activity (see *In-Class Activity* section) and sometimes also by a video presentation/quiz (see *Video Quizzes* section).

Outside of class, you can review most of what was covered in each day's lecture by watching a narrated PowerPoint presentation about that same material (available at the course website).

Some class days I may finish the lecture agenda early, in which case class will end early; on other class days I may run out of time to finish that agenda. In the latter case, as homework, you will need to watch the missing part of the lecture in the corresponding narrated PowerPoint presentation, as ALL material from the lecture agenda is testable.

For each unit, there is an online Unit Quiz, to be written outside of class, the deadline being a day after the lecture(s) for that unit. While the Unit Quiz will be available to write before those lecture(s), you are advised to wait until afterwards to write it (or at least until after viewing the corresponding narrated PowerPoint presentation) as some quiz items are exclusive to the lecture material.

There are also two exams, one scheduled midway through and the other at the end of the course, each of which must be written in class during class hours. While the exams are written online, they are invigilated.

Brightspace limits how I can structure the agenda for any given class day. It is very important always to be looking ahead in Brightspace to see what is due prior to the next class.

Should you have questions during the semester, I encourage you first to consider posting them at the Q&A forum. Interacting with your peers is strongly encouraged, and the Q&A forum provides that opportunity; while not required, bonus points can be earned for such activity (see the *Q&A Bonus* section). You can also meet with me during my office hours to get an immediate response to your questions. For any concerns related to your grades, email them to your TA (Kimberly), as it is she who will be marking your work.

Course Components

Review Questions These can be found at the end of each chapter in our textbook. Review Questions are important because: (1) they are the focus of the lectures, (2) many of the Unit Quiz items are based on the answers to them, and (3) the essay items on the exams will be worded practically identical to them. You would be wise to use the Review Questions to direct your reading of the textbook chapters and to

BONUS

Q&A Forum Interacting with your fellow students in this course is encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. As an alternative to posing your questions to me (or to your TA), you can post them to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn an extra **0.5%**. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn up to an extra **3%** toward your final grade this way. However, you will be awarded credit for only one valuable contributions per week (even if you make more than two that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration (detailed instructions are provided at the course website). To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

OPTIONAL (but recommended)

THINK FAST To think critically and express yourself intelligibly about the historical and conceptual foundations of psychology, you need to be fluent with its basic facts and terminology. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes a deck of cards corresponding to each chapter in the textbook. In *THINK FAST*, after you select a deck, a session begins; the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions,

N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- x 7 or more Unit Quizzes attempted
- x both exams attempted

Failure to complete either or the above will result in a grade of "N" regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student's GPA as 0. The maximum percentage that can accompany an N on a transcript is 49. In accordance with UVic's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". So, students can only request deferrals for the completion of required course components and not for non-essential course components.

Notes

- x Assignments are due, and quizzes must be taken, on the date indicated in the Class Schedule. It is not fair for some students to do work later than others unless there is a valid excuse. Therefore, except in cases meeting the criteria for an academic concession, there will be zero credit and no make-up f(re)-1 (q)1no

CLASS SCHEDULE

Sept 9 (F)	x Introduction to course format
Sept 13 (T)	UNIT A: Studying History x Required textbook reading: Chapter 1 x Required supplemental reading - <i>Is Psychology a Science? / Persistent Questions in Psychology</i> ¾ Video/Quiz - <i>How Does Science Add to Knowledge?</i> • Write Unit A Quiz (by midnight, Sept 14)
Sept 16 (F)	UNIT B: Philosophical Influences x Required textbook reading: Chapter 2 ¾ Video/Quiz -- <i>Is Reason the Source of Knowledge?</i> ¾ Video/Quiz – <i>Does Knowledge Depend on Experience?</i>
Sept 20 (T)	UNIT B (continued) • Write Unit B Quiz (by midnight, Sept 21)
Sept 23 (F)	UNIT C: Physiological Influences x Required textbook reading: Chapter 3
Sept 27 (T)	UNIT C (continued) • Write Unit C Quiz (by midnight, Sept 28)
Sept 30 (F)	NO CLASS (replacement class added Monday, Dec 5)
Oct 4 (T)	UNIT D: The New Psychology UNIT E: Structuralism x Required textbook reading: Chapter 4 and Chapter 5 • Write Unit D Quiz (by midnight, Oct 5)
Oct 7 (F)	UNIT D & UNIT E (continued) • Write Unit E Quiz (by midnight, Oct 8)
Oct 11 (T)	UNIT F: Functionalism—Antecedent Influences x Required textbook reading: Chapter 6 ¾ Video/Quiz – <i>Darwin's Revolution in Thought</i>
Oct 14 (F)	UNIT F (continued) • Write Unit F Quiz (by midnight, Oct 15)

Oct 18 (T)	<p>UNIT G: Functionalism—Development & Founding</p> <ul style="list-style-type: none"> x Required textbook reading: Chapter 7 $\frac{3}{4}$ Video/Quiz – <i>Toward a School of Their Own (Parts 1-2)</i> $\frac{3}{4}$ Video/Quiz – <i>Toward a School of Their Own (Part 3)</i>
Oct 21 (F)	<p>UNIT G (continued)</p> <ul style="list-style-type: none"> • Write Unit G Quiz (by midnight, Oct 22)
Oct 25 (T)	<ul style="list-style-type: none"> • EXAM 1 (Units A-G) <p>™ bonus MC items based on Chapter 8 (Legacy of Functionalism)</p>
Oct 28 (F)	<p>UNIT H: Behaviorism—Antecedent Influences</p> <ul style="list-style-type: none"> x Required textbook reading: Chapter 9 $\frac{3}{4}$ Video/Quiz - <i>Toward a School of Their Own (Part 4)</i>
Nov 1 (T)	UNIT H (continued)
Nov 4 (F)	<p>UNIT H (continued)</p> <ul style="list-style-type: none"> • Write Unit H Quiz (by midnight, Nov 5)
Nov 8 (T)	<p>UNIT I: Behaviorism—Beginnings</p> <ul style="list-style-type: none"> $\frac{3}{4}$ Required textbook reading: Chapter 10 • Write Unit I Quiz (by midnight, Nov 9)
Nov 11 (F)	READING BREAK
Nov 15 (T)	<p>UNIT J: Behaviorism—After Founding(1)</p> <ul style="list-style-type: none"> x Required textbook reading: Chapter 11 (pp. 245-243) x Required supplemental reading: <i>Power of Steady Misrepresentation</i> x Write Unit J Quiz (by midnight, Nov 16)
Nov 18 (F)	<p>UNIT K: Behaviorism—After Founding 2)</p> <ul style="list-style-type: none"> x Required textbook reading: Chapter 11 (pp. 243-261) x Required supplemental reading: <i>Power of Steady Misrepresentation</i>
Nov 22 (T)	<p>UNIT K (continued)</p> <ul style="list-style-type: none"> $\frac{3}{4}$ Video/Quiz – <i>B.F. Skinner: A Fresh Appraisal</i> • Write Unit K Quiz (by midnight, Nov 23) <p>UNIT L: Gestalt Psychology</p> <ul style="list-style-type: none"> x Required textbook reading: Chapter 12

Nov 25 (F)

UNIT L (continued)

- Write Unit L Quiz (by midnight, Nov 26)

Nov 29 (T)

UNIT M: Psychoanalysis-Beginnings

x Required textbook reading: Chapter 13

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UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Winter Session 2022

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If requirement set by the instructor for lectures, lab3.4 (u)1e.1 (e)TJ0 Tc 0 T7 (u)1e.1 TJ0 Tc 0 Tw 23.566 0 Td()Tj-0.004 Tc 0.004 Tw 0.2

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to

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Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

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BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/