

PSYC 100B class (by appointment)

: Accessible via BrightSpace < <https://bright.uvic.ca/d2l/home/205232> >

: MTWRF, 2:30-4:20pm | Engineering Comp Science Bldg 116

: Carolyn Helps < chelps@uvic.ca >

: Completed or concurrently enrolled in all of PSYC 100A and PSYC 100B.

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.

- 1) Schultz, D. P., & Schultz, S. E. (2016). **A history of modern psychology** (10th 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)
- 5) **THINK FAST** computer program (optional; available at course website)

This course contains 14 units. Each unit roughly corresponds to a chapter in the textbook. We will cover one unit per class day, with a lecture, an in-class activity, and possibly a video presentation taking place in the classroom and a Unit Quiz taking place outside of the classroom on that same day.

In lectures, I will focus on addressing the answers to selected review questions for that **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 **^•| o š o _** slides contain the bare bones of that **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 **C** [ecture 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 lecture, a Unit Quiz based on that same unit material is scheduled on that same day, to be written outside of class. While there is a 12-hour window (noon to midnight) within to write the quiz, you are advised to wait until after lecture to write it (or at least until after viewing the corresponding narrated PowerPoint presentation).

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. The exams 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 after class (by appointment) to get an immediate response to your questions. For any concerns related to your grades, email them to your TA (Carolyn), as it is she who will be marking your work

the video. You will NOT be submitting the Video Quizzes for credit. However, they are important because some of the very same items (or slight derivations thereof) will appear on the Unit Quiz. You will not find the answers to the Video Quiz items in the textbook; you must watch the video.

Unit Quizzes There is a Unit Quiz scheduled every lecture day, to be written outside of class that same day. Each Unit Quiz is based on all the material comprising that unit (i.e., required reading, lecture, and sometimes a video). Each one consists of about 25 multiple-choice items, and occasionally an open-ended item. There are 14 Unit Quizzes, all equally weighted. Overall, this course component is worth $\frac{1}{3}$ toward your final grade. Only the best 12 scores will count, meaning that your lowest two quiz scores will be dropped. Online feedback will NOT be provided for the Unit Quizzes. However, upon request, you can review your quizzes with me during my office hours.

Most students should be able to complete a Unit Quiz in 25 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., when you are on your own, but you have the textbook chapter and view the PowerPoint presentation for the very first time while writing the quiz); in that case, even two hours would not be enough time to do well. The duration of each quiz is set at 50 minutes to accommodate all students, including those registered with CAL.

It will not suffice to read the textbook chapter only or to attend the lecture only. Given that both are required activities for any unit, the expectation is that you do both and study material from both before writing the quiz for that unit. For each Unit Quiz, unless otherwise noted, you are expected to know all pertinent material covered in the textbook chapter, even if some of that material is not also covered in lecture. And, you are expected to know all pertinent material covered in lecture, even if some of that material is not also covered in the corresponding textbook chapter. That said, you will not be tested on trivial details from either source (e.g., interesting, but irrelevant biographical details about a pioneer of psychology). Also, as noted earlier, the skeletal PowerPoint slides

x

June 14 (T)



(Units A-G)

™ bonus MC items based on Chapter 8 (Legacy of Functionalism)

June 15 (W)

Behaviorism Antecedent Influences

- x Required textbook reading: Chapter 9
 - $\frac{3}{4}$ Video/Quiz - Toward a School of Their Own (Part 4)
 - Write Unit H Quiz
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June 16 (Th)

Behaviorism Beginnings

- x Required textbook reading: Chapter 10
 - Write Unit I Quiz
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June 17 (F)

Behaviorism After Founding(1)

- x Required textbook reading: Chapter 11 (pp. 235-243)
 - Write Unit J Quiz
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June 20 (M)

Behaviorism After Founding(2)

- x Required textbook reading: Chapter 11 (pp. 243-261)
 - x Required supplemental reading: Power of Steady Misrepresentation
 - $\frac{3}{4}$ Video/Quiz t B.F. Skinner: A Fresh Appraisal
 - Write Unit K Quiz
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June 21 (T)

Gestalt Psychology

- x Required textbook reading: Chapter 12
 - Write Unit L Quiz
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June 22 (W)

Psychoanalysis Beginnings

- x Required textbook reading: Chapter 13
 - $\frac{3}{4}$ Video/Quiz t Freud Under Analysis
 - Write Unit M Quiz
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June 23 (Th)

Psychoanalysis After Founding

- x Required textbook reading: Chapter 14
 - $\frac{3}{4}$ Video/Quiz t Is Mind Distinct from Body?
 - Write Unit N Quiz
-

June 24 (F)



(Units H-N)

™ bonus MC items based on Chapter 15 (Contemporary Developments)

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Summer 2022

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 May 2022

<https://www.uvic.ca/calendar/future/undergrad/index.php#/programs?expanded=>

Registration Status

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

[https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20 - %20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcltemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcltemType=policies)

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, ~~counselling~~ organizations, 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/
