

IOWA STATE UNIVERSITY

GRADUATE COLLEGE

Date: March 7, 2018

To: Graduate College (cc LAS Curriculum Committee)

From: Max Guyll, Psychology (guyll@iastate.edu; X8006)

Dual-Listed Course Request

Please submit the proposal in electronic form as a word attachment to grad_college@iastate.edu.

The following information should be included in the proposal:

1. *Full catalog information for each course to be dual-listed, including the course numbers (or proposed course numbers), title, credits, semester offering (if applicable), prerequisites, and description. Dual-listed courses bear common numbers, e.g., 580 (480).*

PSYCH 405/505 (Dual-listed). History of Psychology. (3-0) Cr. 3. S. Prereq: 12 credits in psychology. Origins of psychology in philosophy, physiology, medicine and religion. Development as a scientific discipline during the nineteenth and twentieth centuries. Historical overview of clinical practice and theory.

n.b. Psych_405 should be the course of primary record, and Psych_505 should be created as the secondary, dual-listed course. These courses were renumbered from previously existing courses (Psych_401 has become Psych_405, Psych_601 has become Psych_505) for the purpose of having them dual listed. Their titles and descriptions are identical, matching what is shown above.

2. *Graduate faculty status of the proposed instructor.*

Karen Scheel, PhD, Associate Member of Graduate Faculty

3. *Number of the dual-listed course credits the department will permit to be used to meet the requirements for an advanced degree. This limit includes dual-listed courses taken in all departments.*

There is no departmental limit other than any limit imposed by the Graduate College.

4. *The differential expectations for graduate students and undergraduates.*

What additional work will be required for graduate students enrolled in the course? Please describe this work, not in abstract terms (such as "more in-depth participation") but in terms of concrete measurable outcomes or other tangible evidence. Welcome inclusions: specific examples of the additional assignments with details about paper length; the number of additional readings; the length and frequency of oral presentations; portfolio expectations; indications of how these graduate requirements are weighted in the course grade (ex. 40% of final grade); comparisons with undergraduate expectations.

Examples:

- *Graduate students are required to research a topic and write an in-depth paper.*
- *Graduate students are required to attend additional lectures, and have (X) extra assignment papers.*

Students in Psych 405 are required to complete a final project worth 25% of their grade (50 of 200 points). For this project, students may choose between two options: 1) a presentation about a historic psychologist's work that incorporates the influence of the times, or 2) a poster reporting on historic and psychological events in one year that examines their interconnections.

Students in Psych 505 will complete a final project worth 33% of their grade (75 of 225 points). The final project will consist in part of a 50 point, 15-20 page APA style research paper on a historic topic in the student's specialty area of psychology. Students will be expected to access original source material in researching their topics. A 15 minute oral presentation of their research to the class will comprise the remainder of the final project (25 points). In their paper and presentation, students will be asked to trace the evolution of their chosen issue from historic to modern times in psychology and to critically examine sociocultural and philosophical influences and implications.

5. *Reason(s) the course is considered sufficiently rigorous and of such an advanced nature as to challenge graduate students.*

This course has a unique place in the psychology curriculum as it examines the field of psychology through historical and philosophical lenses. The course requires understanding how the progression of scientific psychology has been influenced by developments in a variety of other disciplines. Thus, students are challenged to master a diversity of information and develop a broad and comprehensive understanding of the evolution of psychology as a science. Further, many of the concepts and issues discussed are highly abstract and require significant effort to grasp and articulate.

6. *Academic advantages and disadvantages accruing to graduate students taking this course with undergraduates.*

Graduate students will see little disadvantage to taking this with undergraduates. It is conceivable that perhaps some undergraduate initiated discussion will be perceived as simplistic. However, this disadvantage should be minimal because of the pre-requisites and the fact that many undergraduates who take PSYCH_405 do so because they intend to pursue graduate degrees and they have been advised that the content of the course is included in the GRE Psychology Subject Test. With respect to advantages, graduate students will have the opportunity to encounter undergraduates in a course, providing them with the opportunity to recognize and appreciate learners at different levels. Classroom discussion will allow graduate students to make and summarize complex points on a level appropriate for undergraduate learning, thereby providing the opportunity to engage in informal instruction in a discussion format. Further, dual listing this course will permit it to be offered more frequently, which will provide graduate students with more flexibility with respect as to when they take this required course in a highly structured curriculum.

7. *The place of the course in a graduate student's program of study and why it is not considered a "remedial" undertaking intended to overcome deficiencies in the student's preparation for graduate work.*

The course content is not commonly taught at the undergraduate level because it does not entail material that is part of the core and fundamental Psychology curriculum. The course is required neither for an undergraduate degree in psychology, nor for admission to a graduate program in psychology. Rather, the course content is unique and highly challenging in nature, as discussed in #5 above. Indeed, many psychologists with doctoral degrees have never taken a course focused on the historical and philosophical underpinnings of psychology. Thus, the course can not be considered remedial in nature.

8. *The role of the course in an undergraduate's degree program and the academic qualifications undergraduates must have to take this course.*

PSYCH 405 is an advanced elective course that will be chosen by more advanced undergraduate psychology majors who are interested in attending graduate school in the future. Undergraduates must have taken four courses in psychology prior to enrolling.

9. *The name of the person writing the proposal.*

Max Guyll, PhD, Department of Psychology Curriculum Chair

Iowa State University

Psychology 405/505: History of Psychology (3)
T/Th 9:30 a.m. – 10:50 a.m.
Spring 2019

Instructor: Karen R. Scheel, Ph.D. Phone: 515-294-4083 Office Hours: Office: W169 Lagomarcino e-mail: krscheel@iastate.edu	Teaching Assistant: Office: Office Hours: e-mail:
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Prerequisites: 12 credits in psychology.

Required Text: Goodwin, C.J. (2015). *A history of modern psychology* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Canvas: A Canvas site is provided for this course and should be checked regularly.

Course Description and Rationale

This course overviews psychological thought and methodology from the emergence of the discipline from philosophy and physiology to the social science we know today. We will observe the march of psychology's major figures, events, and schools across time, and, with a critical eye, will come to see the continuity, circularity and interconnections in theme that unite the sprawling discipline of contemporary psychology. Throughout this endeavor, we will attend to historical contexts and the influence of social and political forces on psychology—and the reciprocal influence of psychology on the social and political world. This perspective, in turn, may sharpen the eye to our own social and political context and its relation to current research and practice in psychology.

What Will I Learn in this Course?

This question can be answered at two levels--the level of the psychology undergraduate curriculum and at the level of this specific course.

Psychology Undergraduate Curriculum Goals

The undergraduate curriculum in psychology is organized around 5 learning goals derived from recommendations of the American Psychological Association. Successful completion of Psych 405/505 will contribute to reaching the following goals:

- Goal 1: Develop a detailed knowledge of psychology
- Goal 2: Develop an understanding of scientific inquiry and demonstrate critical thinking
- Goal 3: Understand the role of ethics and diversity in human behavior
- Goal 4: Be able to communicate effectively in the discourse of psychology education

Course Instructional Goals and Student Learning Outcomes

After successfully completing this course, you will

1. understand how the philosophy and natural science of the Renaissance and Enlightenment shaped the formation of modern psychology.
2. be knowledgeable about the major historical figures, events, schools, and methodologies of modern psychology (late 19th century to mid 20th century).
3. recognize interconnections between historical contexts and events in psychology.
4. have achieved a more integrative understanding of the discipline through identification of underlying philosophies and themes.
5. better understand issues in contemporary psychology in philosophical and historical perspective.

Instructional Activities, Requirements, and Evaluation

Two broad instructional and evaluation strategies will be employed. The first is traditional lecture, question and answer, and objective examination. Course objectives 1 and 2 are the primary, although not exclusive, focus of these strategies. Multiple choice midterm and final examinations will be conducted and will together constitute 50% of the course grade for Psych 405 (100 of 200 pts) and 44% of the course grade for Psych 505 (100 of 225 pts). See the course schedule for tentative exam dates and coverage.

Discussion and active individual and cooperative learning strategies will be employed to further goals 3-5, which involve more critical and integrative thinking about the field. Points associated with specific activities vary and will be announced. Examples of activities include small group discussions, short answers to thought questions, a group mini-presentation, examination of historic journal articles, and “Who Am I?” exam review games. Participation and performance in class activities constitutes 25% of the course grade in Psych 405 (50 of 200 pts) and 22% in Psych 505 (50 of 225 pts).

The final portion of your course grade will be based upon a final project. Detailed instructions will be provided in class and posted on Canvas. Brief descriptions of final projects are provided below. See the course schedule for due dates; specific dates for presenting your project will be assigned based on topic.

Psych 405 Final Project/Presentation (50 of 200 pts, 25% of course grade)

Option 1: “History Alive” Presentation: Work with a small group of students to present *as* historic psychologists of a common time period. Choose a format such as a conference, radio show, or parlor conversation and tell us about your work, your lives, the times you live in, and how they connect. *A round of applause for anyone who presents in period dress!*

Option 2: “Year in Review” Poster: Work individually or with a partner to research events in psychology and history generally in a single year. Prepare newspaper style articles and graphics about the events for a 36”X48” trifold poster. Wherever possible, highlight connections between events and the themes or *zeitgeist* of the times. Discuss your findings with classmates and me on poster fair day.

Psych 505 Final Project/Presentation (75 of 225 pts, 33% of course grade)

Part 1 (50 points): Select a topic relevant to your graduate specialty area (e.g. counseling psychology) and trace its development through a period of psychology's history. Topics may be events with ongoing professional implications (e.g. the Boulder Conference), theories, research areas, clinical practices, attitudes and policies towards diverse groups, and others. In a 15-20 page APA style paper, critically examine the evolution of the issue with attention to sociocultural and philosophical influences and implications.

Part 2 (25 points): Present your findings to the class in a 15-minute oral presentation.

Summary of Requirements and Grading Scale:

Midterm Exam	50 points	Midterm Exam	50 points
Final Exam	50 points	Final Exam	50 points
Activities	50 points	Activities	50 points
Psych 405 Final Project	50 points	Psych 505 Final Project	75 points
Total Psych 405	200 points	Total Psych 505	225 points

0-118	F	0-133	F								
119-124	D-	125-132	D	133-138	D+	134-140	D-	141-149	D	150-156	D+
139-144	C-	145-152	C	153-158	C+	157-163	C-	164-172	C	173-178	C+
159-164	B-	165-172	B	173-178	B+	179-185	B-	186-194	B	195-201	B+
179-184	A-	185-200	A	202-208	A-	209-225	A				

Final course grades are rounded up at .5 and down at .4. **Final course grades are FINAL. No extra credit, make up, or other opportunities to “boost” a final course grade are offered in this course**

Resources

The course TA and I are available for guidance on assignments as needed. Additionally, the Writing and Media Center (WMC) offers free one-on-one consultations to all ISU undergraduate and graduate students working on any form of written, oral, visual, or electronic communication. Trained Communication Consultants help students at all stages of the composition process, from brainstorming and organizing ideas to revising and polishing drafts. The WMC does not offer editing or proofreading services. Instead, Communication Consultants help students evaluate and improve the effectiveness of their own work. To learn more about the WMC or make an appointment, please visit www.wmc.dso.iastate.edu.

Detailed resources for locating original source material for final projects will be posted on Canvas. Many materials can be accessed online or found in Parks Library, but others will need to be ordered. *Allow time for interlibrary loan!*

Course Expectations and Policies

1. Attendance, Participation, and In-class Points

Regular attendance and ongoing engagement with the course material is critical to your success in this class. Points will not be assigned for attendance *per se*; however, points are associated with in-class activities. *If you must miss a class, it is your responsibility to contact a classmate to obtain notes and determine if a point-generating activity took place.* All in-class activities may be made up by submitting a typed, double-spaced 2 page paper summarizing and thoughtfully discussing key points of the assigned material. Your make up work is due one week from the absence unless you have made other arrangements with me. *Please make an appointment with me if you find you need to exercise this option regularly. It is important to your success in the course to be present during class time.*

2. Examination and Due Dates

Deadline extensions, alternative exam times, and grades of incomplete due to missing assignments will only be issued in special circumstances and with my prior approval (with the exception of genuine emergencies, in which case I ask that you contact me as soon as is feasible). Assignments that are late without permission will be docked 10% per class day. **An exam missed without a valid, documented reason (i.e. illness, emergency) will not be rescheduled and a grade of zero will result.**

3. Students with Disabilities

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Notification Letter form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at <https://www.sdr.dso.iastate.edu> Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information.

4. Religious Accommodation

If a course requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor will review the request. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity](#). Iowa State University's policy on religious accommodation is provided at <http://www.hrs.iastate.edu/AAO/eod/reasonaccom.shtml>.

5. Academic Honesty

It is expected that academic honesty and integrity is a shared value of all members of this class. If you are unsure of the appropriateness of any course-related action you are considering, please consult with me. Any confirmed instances of academic dishonesty will result in grade penalty, up to and including a failing grade in the course. In accordance with University policy, suspected academic dishonesty will be reported to the Dean of Students as a potential violation of student conduct. Information and resources about academic misconduct are available at:

<http://www.studentconduct.dso.iastate.edu/academic/misconduct.html>.

Course content and materials, including power point slides, exams, and sample exam questions, are provided for the use of this class only. You are not at liberty to post or otherwise make course materials available to others.

6. Harassment and Discrimination

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, [Student Assistance](mailto:dso-sas@iastate.edu) at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity <http://www.eoc.iastate.edu>, Tel. 515-294-7612, Hotline 515-294-1222.

7. Name, Gender Identity, and Gender Expression


Class rosters are provided to instructors with students' legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

8. Dead Week

This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook <http://www.provost.iastate.edu/resources/faculty-handbook> .

Contact Information: If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.

Tentative Psych 405/505 Spring 2019 Schedule

<u>Week</u>	<u>Topic</u>
1 (1/9 & 1/11)	Introduction to Course and Psychology's History (C1)
2 (1/16 & 1/18)	T Psychology's Philosophical Roots (C2) <i>Planning for Neurophysiological Activity</i>
3 (1/23 & 1/25)	Psychology's Philosophical Roots (C2)
4 (1/30 & 2/1)	Psychology's Neurophysiological Roots (C3) Psychology is Born: Wundt and German Psychology (C4)
5 (2/6 & 2/8)	Psychology is Born: Wundt and German Psychology (C4) Darwin and Evolutionary Thinking (C5)
6 (2/13 & 2/15)	Darwin and Evolutionary Thinking (C5) American Pioneers (C6)
7 (2/20 & 2/22)	American Pioneers (C6) Structuralism and Functionalism (C7) <i>Presentation Topics and Groups Due</i>
8 (2/27 & 3/1)	Structuralism and Functionalism (C7) Midterm Review
9 (3/6 & 3/8)	<i>T: Midterm Exam</i> Th: Applying the New Psychology: Mental Testing (C8)
	SPRING BREAK
10 (3/20 & 3/22)	Gestalt Psychology (C9)
11 (3/27 & 3/29)	Behaviorism (C10)
12 (4/3 & 4/5)	Treating Mental Illness and Promoting Growth (C12)
13 (4/10 & 4/12)	Treating Mental Illness and Promoting Growth Psychology in the Post WWII Era & Beyond (C14)
14 (4/17 & 4/19)	<i>Final Project Presentations</i>
15 (4/24 & 4/26)	<i>Final Project Presentations</i>
16 FINALS WEEK	<i>Final Exam</i> (covering material after midterm, including presentations) <i>W 5/2 9:45 a.m. – 11:45 a.m., usual room.</i>

Catalog Course Change Request

Date Submitted: 03/06/18 4:50 pm

Viewing: **PSYCH 405 / PSYCH 505 / ~~PSYCH 401~~**

History of Psychology

Formerly known as: **PSYCH 401**

Last edit: 03/07/18 3:03 pm

Changes proposed by: guyll

Catalog Pages
referencing this
course

PSYCH 401:
~~Psychology~~

College

Liberal Arts and Sciences

Department

PSYCH - Psychology

Course Number

405 ~~401~~

Catalog Year

2019-20

Title

History of Psychology

Editing Department/
Unit

Dual Listed Courses

PSYCH 505

Cross Listed Courses

In Workflow

1. **PSYCH Curr Chair**
2. **PSYCH Chair**
3. **LASCluster 3
Coordinator**
4. **LAS Coordinator**
5. Registrar
6. ADIN

Approval Path

1. 03/06/18 4:56 pm
guyll: Approved for
PSYCH Curr Chair
2. 03/07/18 11:07 am
ccutrona: Approved
for PSYCH Chair
3. 03/07/18 11:14 am
guyll: Approved for
LASCluster 3
Coordinator

Course Details

Credit Type	Fixed	Credit Hours:	3	
Contact Hours	Lecture/Recitation Hours:	3	Lab/Studio Hours:	0
Repeatable?	No			

Anticipated Fall: ~~Yes~~ Annually Spring: Yes Annually

Semesters Offered

Prerequisites

4 courses in psychology

Catalog Description

~~Philosophy and science backgrounds of psychology. Origins~~ Development of
**psychology theories and causes of events in philosophy, physiology, medicine and
 religion. academic and applied psychology. Development as a scientific discipline
 during the nineteenth and twentieth centuries. Historical overview** ~~Philosophy
 and science backgrounds of clinical practice and theory. psychology.~~

Graduation

Restrictions

Satisfactory/Fail Only No

Meets U.S. Diversity No
 Requirement

Meets International No
 Perspectives
 Requirement

Special Course Fee? No

Syllabus &

Supporting

Documentation

[Psych 405-505 dual-listed course.docx](#)

[Psych 405-505 Syllabus.docx](#)

What is the
 justification for
 proposing this
 modification?

Renumbering and description change in preparation for future dual listing with another course that already exists (Psych_601, which will be renumbered to Psych__505). Modified description now accurately reflects content of both courses, and is identical for both courses.

Course Reviewer

Comments

slh (03/07/18 3:03 pm): Dual listing to be reviewed by LASCC before going to GCCC for review/approval. If approved, will move into 2019-20 Catalog.

Key: 6750

[Preview Bridge](#)