Instructor: Karen R. Scheel, Ph.D.  
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Office Hours: W 10:30 a.m. – 1:30 p.m. and by appointment


Prerequisites: Four courses in psychology.

Course Description and Rationale: This course overviews psychological thought and methodology from the emergence of the discipline out of 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 the shape of events and understanding of those events. 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.

Course Objectives

1. Students will become knowledgeable about the major historical figures, events, schools, and methodologies of psychology.
2. Students will recognize ways in which historical contexts have influenced the evolution of psychology.
3. Students will gain a more integrative understanding of the discipline through identification of historical themes and interconnections.
4. Students will acquire the background necessary to better place current issues and debates in historical, social, and political perspective.

Instructional Activities and Evaluation

Two broad instructional and evaluation strategies will be employed. The first, more traditional, lecture and examination approach will focus primarily, although not exclusively, on the first course objective: “Students will become knowledgeable about the major historical figures, events, schools, and methodologies of psychology.” Objective midterm and final examinations will be conducted and will together constitute 50% of your course grade. See the course schedule
for tentative exam dates and coverage. Please note that all material presented in the text or classroom is fair game for the exams.

Active individual and cooperative learning strategies will be employed to further course objectives 2-4, which involve more critical and integrative thinking about the field, as well as course objective 1. These strategies will also involve accessing original source material as a supplement to that reproduced in the text and as means of furthering your learning in an area of interest to you.

Twenty-five percent of your course grade will be accounted for by your participation and performance in these activities, most of which will involve small, standing groups. Points associated with specific activities will vary and will be announced in the introduction to the activity. Productive participation will result in full points for activities in which no individual product is generated. Examples might include classroom debates and group mini-presentations. Activities that do generate individual products, for example an in-class essay following group discussion, may be individually graded based upon quality. Regardless of the grading strategy, the process of inquiry is as important in these activities as the product. Many activities are designed to encourage students to pursue their own thoughts and questions, and these activities will be much more meaningful to you (and members of your small group) if you have reflected on material for the class session beforehand. Please be aware that some activities, as announced, will require advance preparation (e.g. a trip to the library, an online search).

The final 25% of your course grade will be based upon your performance on a 6-8 page paper and associated short presentation to the class. Details and some suggested resources will be provided in a handout. In brief, you will research a historical psychologist of interest to you and select two of his or her writings for specific analysis in your paper and presentation. See the course schedule for the paper due date; topics will be required several weeks before hand. Presentations are scheduled for the last four class days, with individual presentation dates assigned based upon groupings of topics and eras.

**Summary of Requirements and Grading Scale:**

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>Activities</td>
<td>50</td>
</tr>
<tr>
<td>Paper and Presentation</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
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0 – 118 F
119-124 D- 125-132 D 133-138 D+
139-144 C- 145-152 C 153-158 C+
159-164 B- 165-172 B 173-178 B+
179-184 A- 185-200 A
Course Expectations and Policies

1. Attendance, Participation, and In-class Points
   Because learning is an active process and because a classroom culture promoting the growth of knowledge is a joint creation of the instructor and all the students, students are expected to attend each class and to participate positively and productively. Points will not be assigned for attendance per se; however, points will be associated with some in-class activities, as previously noted. If you must miss a class, it is your responsibility to obtain notes from a classmate and determine if a point-generating activity took place. If so, you may make up the in-class points by submitting a typed 3 page paper summarizing and thoughtfully discussing key points of the assigned material. This paper is due the next class period unless you have made other arrangements with me. A 10% point deduction will apply if the absence was not excused in advance. Please make an appointment with me if you find you need to exercise this option more than twice.

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. Accommodations for Disability and Religion
   Reasonable accommodations will be made in relation to a student’s disability and/or religious observance. Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office (phone 515-294-7220). DR is located on the main floor of the Student Services Building, Room 1076. Further information about ISU’s accommodation policies and procedures for disability and religion is available at: http://www.hrs.iastate.edu/AAO/eod/reasonaccom.shtml.

4. Academic Honesty
   It is expected that academic honesty and integrity is a shared value of all members of this class. Students should familiarize themselves with definitions and forms of academic dishonesty (information and examples are available online at http://www.iastate.edu/~catalog/2007-2009/geninfo/dishonesty.html). If you are unsure of the appropriateness of any course-related action you are considering, please do 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 also be reported to the Dean of Students as a potential violation of student conduct.