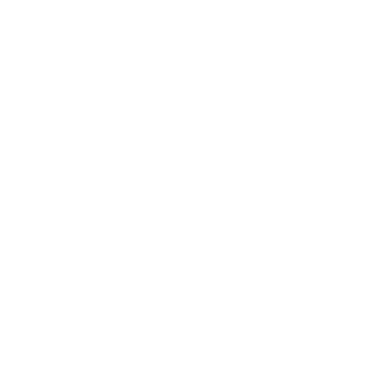
# COURSE DESCRIPTION

Psychology, founded in 1879, is still a relatively new discipline entering its adolescent years. This course seeks to uncover what psychology is, where it came from, and what this means for its future. To that end, we will explore the history of psychology from before its founding (uncovering other disciplines that paved the way for psychology such as philosophy, medicine, physics, criminal justice, and more), to its founding and the new developments of a young science. Then we will explore what psychology looks like today with its many divisions, replication crisis, and major theories/ideas/people. Lastly, we will contemplate the future of psychology and where it might go based on its past. This course will also explore many underrepresented and undervalued psychologists that you might not have heard about yet but will not soon forget.

FALL 2024 | PSY 308 | Online | Asynchronous | 3 CREDITS HOURS/9 WORKING HOURS

History of Psychology

ABOUT ME:



|  |
| --- |
| headshot picture of Dr. AvilaProfessor:  **Dr. Brittany Avila**  **“Dr. Avila, Dr. A., or**  **Dr. B.”**  **Pronouns: she/her** |
| [brittanyavila@unr.edu](mailto:brittanyavila@unr.edu)  @drbrittanyavila (Twitter, IG, TikTok, YouTube)  Website: [www.brittanyavilateach.com](http://www.brittanyavilateach.com) (tons of free resources for students!)  Office: EMM 405 |
| * **Office Hours:** Thursday 10:00 AM – 11:00 AM; Friday 1:30 – 2:30 PM in EMM 405 (across from Psych Dept office) * **Appointment**: email me to schedule outside of Office hours |
| **Graduate Student Assistant (GA)**  **Undergraduate TAs**   |  |  | | --- | --- | | Miles McMahan | milesmcmahan@gmail.com | | Victoria Klein | victoria.klein@nevada.unr.edu | |

# LEARNING OBJECTIVES

By the end of the course, I am hopeful and confident that you will be able to:

* Discuss the global and historical themes that have contributed to the development of the field of contemporary psychology.
* Identify major psychological systems, their theories, the historical context in which they came to exist, and the individuals who contributed to their development through discussing the general progression of psychological thought and theory throughout history.
* Discuss the historical contributors to the current state of mental health treatment delivery.
* Effectively critique the role in which history plays in the development of psychological science.
* Demonstrate a level of comprehension of the various psychological systems in order to differentiate between and find commonalities across these systems. (CO13)
* Demonstrate critical thinking skills through writing and informal class discussion. Using foundational knowledge acquired in the course students will apply the information to current events providing the opportunity to transfer knowledge across settings. (CO1, CO3)
* [**Work related skills**](https://www.apa.org/education-career/guide/transferable-skills.pdf) **for your resume**: critical thinking, creativity, information management, judgement and decision-making, written communication, familiarity with MS Word and Library systems.

MATERIALS

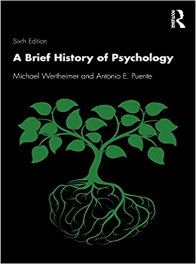
A Brief History of Psychology

**By:** Michael Wertheimer (son of Max Wertheimer, a famous Gestalt Psychologist you will learn about☺)

**DO NOT BUY THIS BOOK!**

The textbook is available free to you through Perusall. If you would like access to it another way, it can be accessed for free through the library. Please let me know if you would like me to show you how to do this.

**\*Note: This syllabus brought to you by Taylor Swift’s *Midnights* and decaf coffee (I don’t drink caffeine, I know how do I function?!)**



Class Values

# Class Values

Core Values

No instructor is neutral in what they value in their classroom, the students they meet, and themselves. However, we often hide these values from you, such that if you wanted to know what I value, you would need to play a guessing game.

| **Curiosity** | **Community** | **Creativity** | **Kindness** | **Transparency** |
| --- | --- | --- | --- | --- |
| Curiosity is the single most important piece of learning. I strive to increase your curiosity throughout the semester by engaging you in the material | Any class (specifically an online class) cannot foster learning as deeply without a sense of community. We are one community in this class | Creativity is the driver of the future. I strive to help you foster your creativity by allowing choice, freedom to interpret, and curiosity. | We are one community. That means we must treat one another with respect, kindness, and compassion at all times. | I will be completely transparent in how I design my class, why we are doing certain activities, and how I grade. If you need transparency in any other form, I’m here! |

IDEO Core Values

Core Values

IDEO is one of the world’s most influential design and consulting firms (working on things like the iPhone and Apple Mouse), pioneering the process of design thinking. “We wrote this to give you a sense of IDEO’s culture-the ties that bind us together as coworkers and as people. These are the values that get us there.”

* Be Optimistic
* Collaborate
* Embrace Ambiguity
* Talk Less, Do More (though we’ll talk a lot in this class 😊)
* Learn from Failure
* Make Others Successful
* Take Ownership

Advice from Past Students

**Course Work/Planning**

“Try your best to complete your assignments as soon as you get them. That way, you’ll be able to focus on more time-consuming assignments throughout the rest of the week.”

“Write down all the assignments in a planner so you don’t forget”

“Just because you don’t have tests, pay attention, because you will learn useful information”

“When looking up lesser known psychologists, use the academic tree website,

look at larger known people and then filter through their students”

**Project**

“Don’t stress about the final project, the steps are beneficial”

“Pick a research topic that has a lot of data on it”

“Make your project something you care about, it makes it more engaging”

“Try your best to work on the project on a weekly basis. The sooner you discover your sources for the project, the better.”

**General Advice**

“This class was super helpful in learning about the historical roots behind psychology. Use this information and apply it to other/future classes!”

“As you grow older, it's the experiences, friendships, and memories that will stand out more than the degree itself. Appreciate this time to create unforgettable moments that you can always look back on for years to come.”

Tiered Feedback System

This course is guided primarily by feedback. See grading section below for details on why and how. Therefore, every assignment you submit will have some level of feedback on it.

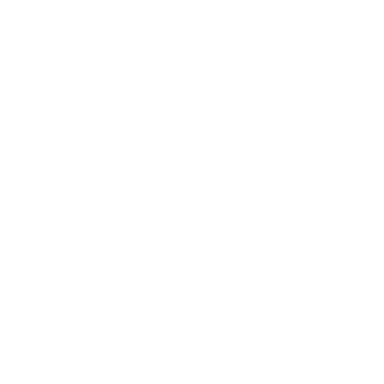
**Level 1 Feedback:**

* **Quantitative:** you’ll receive a grade on each assignment. The grade can act as feedback alone letting you know how well you did. In most cases the grade will also be given based on a rubric to provide quick feedback on what is done well and what might be missing. You can find rubric scores on the assignment feedback in Canvas.
* **Qualitative**: Most of the time, you will receive short comments on what you did well and what you could improve upon.

**Level 2:** For all assignments, if you are not sure how to get better after Level 1 feedback, you can request level 2 feedback which involves me going line by line and giving detailed feedback on what you did right and what you need to help improve.

**Level 3:** If after level 1 and level 2 feedback you are still uncertain how to improve, or if you would just like a higher level of feedback, then you are welcome to request level 3 feedback. This level includes meeting with me directly (in person or over Zoom) to discuss your assignment and/or overall progress in the course.

COURSE STRUCTURE & REQUIREMENTS



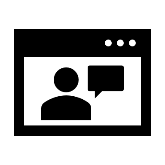
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READING

Each week you will be directed to Perusall to annotate the week’s reading assignment.

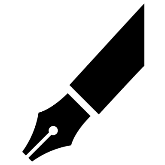
LECTURE

Weekly lecture videos to introduce you to the information for the week and gain a deeper understanding. Some videos will contain quiz questions that you will need to answer.



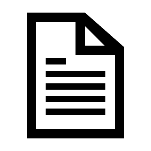
CRITICAL THINKING EXERCISES (CTEs)

Each week you will have a different type of critical thinking exercise that allows you to think deeply and analyze the course material for the week. This will take different forms (i.e., quiz style, discussion posts, essays, etc..)



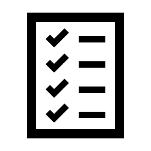
PROJECT

You will have a research project in this course tracing the history of a sub-discipline in psychology. The project occurs in multiple stages so you will have different assignments related to this larger project.



ASSESSMENTS

In lieu of traditional style exams you will have two assessments (a midterm and final assessment) where I will gauge your learning in the course. This will be both multiple choice and essay questions addressing the major learning outcomes from the course. They will be open-book, unlimited time, and unlimited attempts. During the assessments you will have one video response question where I verify your identity. This is a University requirement and I do it this way to avoid exam proctoring software.



Read

# Research Project

Psychology is a diverse field with many sub-disciplines (e.g., cognitive, neuroscience, clinical, industrial/organizational, health, forensic, etc.) specializing in specific areas of mind and behavior. This allows each person entering psychology to explore an area of the human experience they find most interesting.

Therefore, in this course, you will get the chance to explore a sub-discipline of psychology that is most interesting to you. If you are continuing in psychology, you can choose your future area of study or you can choose something outside that area to see another part of the field. If you are not a psychology major, or not continuing in psychology, then you can choose any area that is of interest to you. There is most definitely an area of psychology that relates to any major, or career of interest, that you have if you would like to further understand your own field.

This assignment is designed to help you better understand the field of psychology, but also smaller sub-disciplines within psychology that relate to your own interests.

# Sections

In your project, you will explore 4 time periods:

1. The **far past** of your topic is the philosophical, theological, or scientific antecedents that occurred prior to the founding of Psychology by Wilhelm Wundt in 1879.
2. The **recent past** of your topic should include people, ideas, theories, and events that have influenced or helped form your topic during the recent past (1879-1999).
3. The **present** of your topic should include people, ideas, theories, and events that have influenced your topic within the past 20 years (1999-2020).
4. The **future** of your topic refers to an informed hypothesis of how your topic will progress and continue to influence psychology for the next 20 years (2021-2040).

# Stages

This project will be completed in 8 different stages including:

1. Submitting your topic , a brief summary of the sub-discipline.
2. A Project Update where you will list your sources for the project while providing descriptions and evaluations of the sources as they relate to your project.
3. A first draft. This will be a rough draft version of the assignment.
4. Peer Review. We will have peer reviews on Canvas. You will review two (2) student’s first drafts.
5. A final draft. This will be the more finalized version of your paper.

\*\***More detailed instructions, guidelines, and grading rubrics of each of these stages of the writing process will be provided on Canvas.**

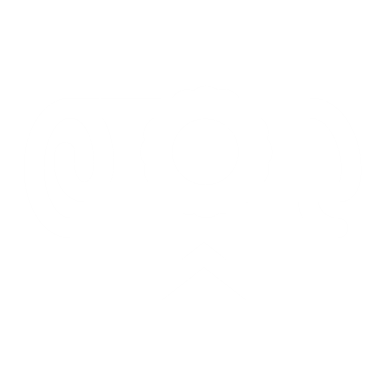
# Project Deadlines

| **Stage** | **Due Date/Time** |
| --- | --- |
| Topic | Sunday September 15th |
| Project Update | Sunday September 29th |
| First Draft | Sunday October 20th |
| Peer Review | Sunday October 27th |
| Final Draft | Sunday November 10th |

\**All deadlines at 11:59 PM*

Grading/Late Work

# GRADING POLICY



**Grade distribution for each assignment is as follows:**

| **Assignment** | **Points** | **Percentage** |
| --- | --- | --- |
| Readings (11 x 10 points each) | 110 points | 10% |
| Lectures (13 x 10 points each) | 130 points | 11% |
| Assessments  Syllabus Quiz (50 points)  Midterm (100 points)  Final (100 points) | 250 points | 22% |
| Critical Thinking Exercises (11 x 30 points each) | 300 points | 26% |
| Project  Topic (25 points)  Update (75 points)  Draft (50 points)  Peer Review (50 points)  Final Draft (100 points)  Letter to reviewers (50 points) | 350 points | 31% |
| **Total Possible** | **1140 points** | **100%** |

For final grading I will use the following structure:

A = 90-100%

B+ = 87-89%

B = 83-86%

B- = 80-83%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 68-70%

D = 65-67%

D- = 61-64%

F = 0-59%

\***note**: I will round up if you are within 0.10 percentage point.

\***Note:** Keep this pyramid structure in mind at all times. This means that certain assignments are worth more than others (the projects are worth more than the readings) and you can skip an assignment or two and still maintain an A. Remember that when things get tough.

# LATE POLICY

**DEADLINES** in this course are there to help you develop time management skills and complete the course in a timely manner. R**eadings and lectures are due on Wednesday’s at 11:59 PM** to ensure you read through all course material before moving on to critical thinking exercises that require information to already have been consumed. Critical thinking exercises, parts of the project, and assessments (midterm and final) are due on **Sunday’s at 11:59 PM.**

**LATE WORK/MISSING WORK/ RE-DO’S/EXTENSIONS:**

* **Late Submissions:** You can submit any assignment within 24 hours of the deadline without losing any points.
* **Extended Submissions:** You can submit missing work at any time **until 11:59 PM on Wednesday, December 11th (Dead Day)**. These submissions will incur a 20% point reduction. For example, if an assignment is worth 10 points, the maximum score you can earn will be 8 points.
* **Quality of Work:** If the quality of your work results in a grade lower than the 20% reduction, you will receive the grade you earned without any additional point reduction.
* **Re-Do’s:** You can re-do any assignment to receive a higher grade in the course at any time **until 11:59 PM on Wednesday, December 11th (Dead Day).** If you originally submitted the assignment on time you can re-do up to full credit. If you’re original assignment was late, or not turned in you will be able to earn up to the 20% reduction grade.

# 

OTHER POLICIES & RESOURCES



The following describe various policies that will be enforced during the semester.

Class Participation

This class is designed as online and asynchronous. This means that you can move through the course relatively at your own pace. All the content is available to you from day one**. You are welcome to work ahead at any point**. The lectures are in the form of videos and we DO NOT meet at any scheduled time. However, you do have deadlines for each week’s work to ensure you stay on progress throughout the semester.

My Expectations of You

1. Attend class more often than not (meaning watch the videos and stay up-to-date on assignments)
2. Turn in assignments on time, or close to on time
3. Try to learn something new even if it is a new skill and not necessarily course content
4. Read all the assignments (I know you hate reading, but seriously, college really is just one giant book club),
5. Reach out for help if you are struggling and need it. I am here to help you, it’s literally my job, so please let me know if you need anything.

Your Expectations of Me

1. I will respond to email quickly (24 hours during work days, 48 over weekend – self care is just as important for me as it is for you)
2. I will explain any assignment, question, concern at any time with full transparency of my reasoning
3. I will listen to you if something is not working for you and work to change it

Accommodations

I try to design each course so that everyone can succeed, however, sometimes success requires a different approach, a different deadline, or other ways to complete an assignment. I am more than willing to change structure of the course or assignments to be more beneficial to any student. If you need something, please let me know at any time. If you need something more, please see the DRC if you haven’t already and let me know what accommodations you require and how I can help you succeed. I am more than happy to accommodate with or without a DRC request.

"Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Pennington Student Achievement Center, Suite 230; 775-784-6000) as soon as possible to arrange for appropriate accommodations. “

Advising

In addition to teaching, I serve as an academic advisor in the Psychology Department. I highly recommend seeing an advisor if you need help with scheduling classes, direct learning, career options, graduate school applications, deciding whether or not to go to graduate school, understanding the university, and anything else academic and career related. You can see any advisor in the Psych Department

Call: 775-784-6828 to schedule an appointment

Email: psyhelp@unr.edu for quick questions

Technology

Canvas (WebCampus)

I will be putting all course materials (syllabus, schedule, PowerPoint lessons, grading rubrics, assignment instructions, readings, etc) on Canvas so that you will have access to them at any point. If you need help navigating Canvas (e.g., how to submit an assignment, use the discussion board, etc.), you can contact UNR Information Technology (see below).

### AI Policy

My job is to teach you skills necessary for your future careers in psychology or beyond. These skills include critical thinking, writing, communicating your thinking, and more. To evaluate that you are mastering these skills I need to see original work created. Though I do believe that AI is a useful tool for information/digital literacy and for some minor tasks that require skills you’ve already mastered. Therefore, there may be assignments used that ask you to use AI. Therefore, the course policy on AI is that if it is NOT expressly communicated in the assignment that you can and should use AI then the use of AI is prohibited and use of AI will result in a 0 grade on the assignment.

Perusall

Perusall is an online software platform where you will be able to annotate the course readings. This means you can make comments, ask questions and discuss the reading with classmates. This will be used to help you generate more questions during your reading and engage in discussion about the readings with your classmates. Links will be provided in Canvas. You can find the link in the left-hand menu on Canvas titled “Perusall” **Perusall has a read aloud feature, a dark mode feature, and you can download and print any reading to ensure that it is accessible for all students.** If you find it not accessible for any reason, let me know immediately and I am happy to find another way for you to do the readings.

Communication

I will communicate with you through both email and Canvas Announcements. Be sure to check both your email and Canvas regularly for updates and communications. If you do not use your University email address regularly, please make sure to change your desired email address in MyNevada so that emails will be sent to the email address you use most frequently. Not receiving communication will not be an excuse for missing or late assignments.

Statement on Audio & Video Recording

"Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped, or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."

Respect for Diversity

We are all come here with different life experiences, perspectives and viewpoints, which means we have a lot to learn from one another! It is my goal for this course to serve all students and student groups and that diversity can be viewed as a resource and strength. I intend to present materials with respect to diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture. I welcome and encourage any suggestions or ideas on ways to improve the course for you personally or for other students or student groups. Further, respect should be given to all students during class. This course should be a place where ideas can be discussed in a safe and appropriate manner. That means guidelines for respectful discourse will be upheld. We will discuss and create these guidelines together during the first week of class.

Equal Opportunity & Title IX

The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit: https://www.unr.edu/equal-opportunity-title-ix .

Academic Success Services

You are already paying for these services so use them! "Your student fees cover usage of the University Math Center (775) 784-4433, University Tutoring Center (775) 784-6801, and University Writing Center (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student."

@ One in the Library

Poster Printing

Lendable Technology

VR Equipment

Photography Equipment

Computers with Data Programs (SPSS, R) built in (though you have access to these and other Microsoft products for free for being a student)

4K Suite

https://library.unr.edu/atone

Other Cool things included in Tuition

E.L. Weigand Fitness Center

Student Health Center

Campus Escort Service

UNR Police Services

Center for Cultural Diversity

Veterans Services

Office of International Students

Legal Advice

Clubs and Organizations

See <https://www.unr.edu/student-services/enrollment-services/first-in-the-pack-program/campus-resources> for more info

So Much More…

I know there is more available to you than what I have listed. Tuition is expensive, and that doesn’t even begin to cover other expenses you incur as college students, many resources you pay for outside of these expenses might be free for you as a student. Please always double check with the UNR website or call and ask someone, including us advisors, if something out there can be free for you or useful to you before looking elsewhere.

Need Help with Technology

University Office of Information Technology (OIT) . Windows PCs, Mac’s and Laptops are available through

Phone: 775-682-500

Website: <https://oit.unr.edu>

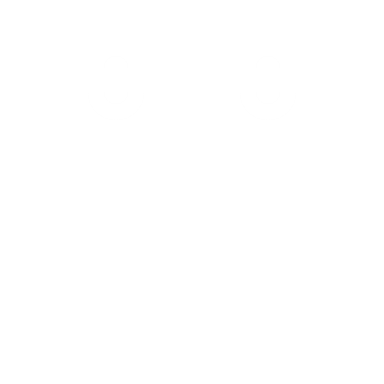
the Mathewson-IGT Knowledge Center

Counseling Center

Although listed last, this may be one of the most important resources available on campus. The Counseling Center offers individual counseling, group counseling, mental health screening, and even a virtual relaxation room. You are paying for these services already in your tuition, so use them if you want/need to. Counseling doesn’t have to be when you are at your worst, you can use counseling to help plan and keep you on track.

You can even use counseling to help manage test anxiety. Visit the website for more information. <https://www.unr.edu/counseling>.

COURSE SCHEDULE



| **Week** | **Dates** | **Topics** | **Readings** | **Due Wed** | **Due Sun** |
| --- | --- | --- | --- | --- | --- |
| **1** | **8/26 – 9/1** | Our course  What is Psychology | Syllabus  Unsung Pioneers (19 pages) | **Reading 1**  **Lecture 1** | **Syllabus Quiz**  **Critical Thinking Exercise (CTE) 1** |
| **2** | **9/2 – 9/8** | Early Developments | Chapter 2 (10 pages) | **Reading 2**  **Lecture 2** | **CTE 2** |
| **3** | **9/9 – 9/15** | Lines of Dev. from ScienceIntroduction to the project | Chapter 3 (10 pages) | **Reading 3**  **Lecture 3** | **CTE 3**  **Project Topic** |
| **4** | **9/16 – 9/22** | Lines of Dev. from  Philosophy | Chapter 4 (16 pages) | **Reading 4**  **Lecture 4** | **CTE 4** |
| **5** | **9/23 – 9/29** | Wundt’s Predecessors | Chapter 5 (10 pages) | **Reading 5**  **Lecture 5** | **CTE 5**  **Project Update** |
| **6** | **9/30 – 10/6** | Wilhelm Wundt | Chapter 6 (10 pages) | **Reading 6**  **Lecture 6** | **CTE 6;**  **Midterm Assessment** |
| **7** | **10/7 – 10/13** | Wundt’s Contemporaries  William James and the US | Chapter 7 (14 pages)  Chapter 8 (16 pages) | **Reading 7**  **Lecture 7** | **CTE 7;** |
| **8** | **10/14 – 10/20** | Schools of Thought  Structuralism/Functionalism | Chapter 9 (7 pages)  Chapter 10 (10 pages) | **Reading 8**  **Lecture 8** | **CTE 8;**  **Project Draft** |
| **9** | **10/21 – 10/27** | Behaviorism | Chapter 11 (11 pages) | **Reading 9**  **Lecture 9** | **CTE 9;**  **Peer Review** |
| **10** | **10/28 – 11/3** | Gestalt/Cognitive | Chapter 12 (10 pages) | **Reading 10**  **Lecture 10** | **CTE 10** |
| **11** | **11/4 – 11/10** | Psychoanalysis/Counseling | Chapter 13 (8 pages) | **Reading 11**  **Lecture 11** | **CTE 11;**  **Project Final Draft** |
| **12** | **11/11 – 11/17** | Post schools Era  Other areas of Psych | Chapter 14 (10 pages)  SPE Article (14 pages) | **Reading 12**  **Lecture 12** | **CTE 12** |
| **13** | **11/18 – 11/24** | Last half of 20th century  Future | Chapter 15 (13 pages) | **Reading 13**  **Lecture 13** | **CTE 13** |
| **14** | **11/25 – 12/1** | **Thanksgiving Break** |  |  | **Enjoy the break!** |
| **15** | **12/2 – 12/8** | **Final** |  |  | **Final Assessment** |