APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Arts & Sciences  Date February 21, 2002
   Department/Division offering course Psychology

2. Changes proposed:
   (a) Present prefix & number PSY 400  Proposed prefix & number PSY 500
   (b) Present Title History and Systems of Psychology
      New Title Same as above
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title
      (not to exceed 24 characters) for use on transcripts:
   (d) Present credits: 3  Proposed credits: 3
   (e) Current lecture: laboratory ratio 3:0  Proposed: 3:0
   (f) Effective Date of Change: (Semester & Year) Spring 2003

3. To be Cross-listed as NA (Prefix & Number) (Signature: Dept. Chair)

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s): Designed primarily as a senior capstone course for the psychology
      major, the course reviews the historical context, influences, and individuals instrumental in the development of
      psychological research, theories, and systems. Readings and discussions of original sources and contemporary
      research are emphasized. Prereq: 28 hours of psychology completed or consent of the instructor
   (b) New description: The course reviews the historical context, influences, and individuals instrumental in the
      development of psychological research, theories, and systems. Readings and discussions of original sources and
      contemporary research are emphasized. Prereq: 28 hours of Psychology completed or consent of the instructor
   (c) Prerequisite(s) for course as changed: 28 hours of Psychology completed or permission of the instructor.

5. What has prompted this proposal? Most of the department’s capstone options are numbered at the 500 level and the
   two that are not (PSY 499, PSY 495 & 496) are not to specifically prevent graduate student enrollments. We wish to
   elevate PSY 400 to PSY 500 not only to make it consistent with most of the other capstone options, but also in order to
   permit graduate students in counseling and school psychology to enroll in the course. Program accreditation
   requirements necessitate graduate students in these programs to complete a course in the history of psychology.
   Although we have a 600 level course in the history of Psychology that our graduate students in clinical psychology must
   take and graduate students in experimental psychology can take, it cannot be offered sufficiently often to meet the
   needs of graduate students in all of the programs. PSY 400 is currently offered each year, and could be made available
   each semester.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: NA

7. What other departments could be affected by the proposed change?
   Students in the EDP programs would benefit from the course’s availability

8. Will changing this course change the degree requirements in one or more programs? No
   If yes, attach an explanation of the change.*

9. Is this course currently included in the University Studies Program? No
   If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has
     been consulted. NA

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
11. Is this a minor change? Yes  No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?

Name: Ronald D. Taylor  Phone Extension: 7-4132

Signatures of Approval:

[Signature]

Department Chair

[Signature]

Dean of the College

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

*********

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 11/98
PSY 500 History and Systems of Psychology

STUDENT LEARNING OUTCOMES:

1. Students will be able to discuss the influence of psychology’s past on its present state and ideas.

2. Students will be able to differentiate between contemporary, new knowledge and historical knowledge, between previously employed and newly developed conceptualizations, and between old and new methodologies.

3. Students will be able to demonstrate an understanding of the interrelations among various issues, areas, and specialization in psychology.

4. Students will be able to conduct archival research.

ADDITIONAL REQUIREMENTS OF THE COURSE FOR GRADUATE STUDENTS:

Graduate students will be required to meet the same course requirements as undergraduates, but these requirements would only account for 75% of the graduate student’s grade. The remaining 25% of the graduate student’s grade would be based on a required 20-page (approximate length when typed) paper which reviews and critically analyzes the history of one of the following: (a) a psychological construct or concept; or (b) a psychological trend or theme.
PSY 400: HISTORY AND SYSTEMS OF PSYCHOLOGY
Tuesday/Thursday 3:30-4:45, 331 Classroom Building
Fall 2001
Prof: Ron Taylor, Ph.D.

OFFICE INFORMATION: EMAIL - psyront@pop.uky.edu
Phone - 257-4132
Location - 104 Kastle Hall
OFFICE HOURS: Monday, 1:00 - 4:00
Wednesday 10:30 - 11:30
OTHER TIMES BY APPOINTMENT

COURSE DESCRIPTION: Designed primarily as a capstone course for psychology majors in their senior year, this course reviews the historical context, influences, and individuals important in the development of psychological thought, theories, and systems. The influence of psychology's history on its current concepts, methods, and problems is considered.

COURSE PREREQUISITES: 28 hours of psychology completed. As you can see this course is intended for only the most advanced psychology students, generally seniors who are majoring in psychology. The course fulfills the Capstone Course Requirement in the Psychology Major. In addition to introductory psychology, experimental psychology, and statistical applications in psychology, students should have completed courses in at least two or three of the following areas: learning, physiological, cognition, perception, social, developmental, personality, and abnormal.

REQUIRED READING:
2. Journal articles on reserve in Young library B 2 copies of each on reserve under Taylor:

DETERMINATION OF COURSE GRADE:

A student's final grade in the course will be based on examinations, class participation, in- or out-of-class activities and/or reaction papers, and class attendance, with the student's score in each of these categories weighted. By multiplying a student's numerical score in each category by the indicated weight and summing across these products, a final grade on a 100-point scale is achieved. The categories, their respective weights, and cut-off points on a 100-point scale are indicated below.
Grading Categories and Weights:

- Examinations ---------.75 (75%)
- Attendance -----------.05 (5%)
- Class Participation --.10 (10%)
- Activities/Rx Paper B .10 (10%)

Determination of Final Grade in the Course (Cut-off Points on 100-point scale):

- A = 90 or more points
- B = 80 - 89.99 points
- C = 70 - 79.99 points
- D = 60 - 69.99 points
- E = 59.99 or fewer points

EXPLANATION OF GRADING CATEGORIES:

Examinations: Two Options

Students have two options, described below, for being evaluated by examination. Each student enrolled in the course must designate, by submitting a form, which of these two options is selected for the course. The option must be selected and the form turned in at the beginning of class on Thursday, Aug. 30. Once an option is selected it cannot be changed.

(1) STANDARD EXAMINATION OPTION: A student takes a written midterm exam and a written final exam in class (see the syllabus for dates and coverage). The student receives Study & Review questions, which while not necessarily the questions that will appear on the exams, nevertheless should serve as an effective guide in preparing for questions that will be on the exam. The Midterm exam is weighted as 35% of the student's final grade, and the Final exam is weighted as 40% of the student's final grade (collectively, this accounts for the 75% of grade determined by examination).

Guidelines on Standard Exams:

1. Regardless of the number of questions or total points on a exam, the examination score is scaled to a 100-point system by multiplying the percentage of possible points earned by 100.
2. The student must bring two bluebooks to class for each examination.
3. You cannot take the Final Examination early.

(2) ORAL EXAMINATION OPTION: By appointment, a student takes one, two, or three one-on-one oral examinations. The student receives questions to which he/she prepares and learns answers. When the student feels prepared, he/she makes a one-hour appointment to take an examination. Examinations take the form of a dialogue, not a drilling of the student. A student should prepare and rehearse answers to the questions to a level of competence that allows him/her to discuss the answers orally, without having to refer to notes or other material since these materials will not be allowed for use during the exam. Preparation to a less stringent criterion may not be sufficient to allow the student to perform adequately under the oral examination conditions. The student will end up with one examination grade at the end of the semester and this grade will be weighted as 75 (75%) of the student's final grade in the course.

Examination Procedures:

1. There are 10 questions at Level I (Chpts. 1-7 of text, library readings, associated lecture material), 10 additional questions on Level II (Chpts. 8-11 of text, library readings, associated lecture material), and 10 more additional questions on Level III (All chpts. of the text, library readings, and lectures).
2. At examination time a student will draw, at random, 3 questions from a stack of cards containing the set of questions to answer for the oral exam B 3 from 10 at Level I; 3 from 20 at Level II (includes 10 questions from Level I); 3 from 30 at Level III (includes 10 questions from Level I and 10 questions from Level II).
3. Oral examinations at a given level may be retaken as many times as the student wishes before the deadline stated (See syllabus for dates and times of deadlines for each level). Once a deadline elapses, a student can only test at a higher level. During retesting, questions will be randomly selected anew, so the same or different questions may appear the second time B if a question was answered previously, it still must be answered from redrawn.
4. A one-hour appointment must be made for an exam at least 3 weekdays prior to the appointment time, and the appointment must be based on the student's and my schedule needs.
5. Approximately 20 minutes will be designated for answering each of the three questions during the one-hour exam, and notebooks, books, or other materials will be allowed during the exam. The question sets will be provided.
Examination Grading:
1. The student’s exam performance will be subjectively evaluated by me at the time of the examination. A student will either pass at the level being taken, pass at the next lower level [when an answer to one, and only one, of the three questions is unacceptably incomplete and/or inaccurate], or fail [if answers to two or more questions are unacceptably incomplete and/or inaccurate].
2. A passing examination grade at any level can be replaced with a higher grade through retaking the exam (before the deadline) or through taking a higher level exam (before the deadline), but will never be replaced by a lower grade.
3. Taking Level I/Passing Level I = 70 points (C-)
   Taking Level I/Passing at next lower level = 60 points (D-)
   Taking Level II/Passing Level II = 85 points (B)
   Taking Level II/Passing at next lower level = 70 points (C-)
   Taking Level III/Passing Level III = 100 points (A+)
   Taking Level III/Passing at next lower level = 80 points (B-)
   Not passing any level = 0 points (basically failing the course)

Attendance
Attendance will be checked at each class meeting. Excluding the first class meeting, the last class meeting, examination days, and holidays, there are 26 class meetings during the semester. Attendance grade will be based on 24 class meetings, so each student gets 2 misses (if he/she so chooses) that will not count against the grade. Otherwise the grade is based on the percentage of these 24 classes attended (e.g., 20 out of 24 = 83.33). Since everyone gets a break on 2 classes, there are no absences beyond these 2 that do not count against your grade, whether the absence is excused or unexcused. Attendance counts 5% of your final grade in the course.

Class Participation
Class participation is crucial and counts 10% of your grade in the course. At most class meetings we will discuss one or more issues, questions, or activities for 35 to 45 minutes. Your presence, prior preparation through timely reading and thought about the material, and your active participation in class are expected.

At each class meeting you can avail yourself of the opportunity to comment orally on some aspect of the material being considered in that day’s class. You could raise and address an issue or point, comment on something I or a fellow student says or has said, or pose a question and offer some kind of response. You don’t have to limit your in-class comments to this one occasion each class, and your comments might or might not be brief. My hope is that your attempts to gain these points will come naturally, rather than feeling as though in-class conversation is forced. Grading on this is somewhat subjective, but I will bring a ledger to class and simply place a check by your name for each class where I believe you fulfill your role as a participant. Each check will be worth 5 points, so if you accrue at least 20 checks over the semester you will earn 100 points; fewer checks earn points at the same rate. The contribution of this component to your grade in the course is determined by multiplying the weighted percent, expressed as a decimal (i.e., 0.10), times the points earned. THERE ARE NO MAKE-UPS ON THIS COMPONENT OF THE COURSE.

Activities/Rx Papers
On 5 occasions, not necessarily announced ahead of time, students will participate in an in-class activity and/or be asked to write a considered response (i.e., a reaction and/or analysis) to a question during class or out of class for turn-in at the next class meeting. About a one to two page, handwritten response might be expected. Each of these 5 assignments is graded on a 20 point scale, so if the student earned 20 on each of the 5, then he/she would have 100 points in this category toward their final course grade.

ABSENCES AND MAKE-UPS: If the student is absent at the time of the midterm exam or the final exam (Students on Standard Examination Option) or on a day that an activity/rx paper occurs or is assigned, he/she must meet the following requirement in order to qualify for a make-up or rescheduling: Document that your absence was "excused" as defined by the University (see the Student Handbook or the University Bulletin), by presenting me with a copy of the documentation (a copy I can keep) by your next return to class, if not before. If you anticipate missing class for a University sponsored function, you must present documentation of this within the first two weeks of the semester in order for it to be considered excused. In the case of the midterm exam, a make-up will be scheduled promptly. In the case of the final, an A+ grade will be assigned and a deadline set for the make-up, but I will need to be notified within 24 hours of the final exam time. In the case of an activity or reaction paper, the student will receive an alternative assignment. An exam or activity/rx paper missed without documentation that the absence is excused, will receive a score of zero.
SENIOR COMPREHENSIVE EXAM: All enrolled students majoring in the Department of Psychology must complete the senior comprehensive examination in psychology during the semester as part of this course. Failure to do so will result in an AI grade until the exam is taken. A class day has been set aside for that purpose. This is a requirement of the curriculum. If you have documentation of already completing the exam, you need not take it in this course. The Senior Exam score does not contribute to your grade in this course other than as explained for failure to take the exam.

COURSE SYLLABUS:

Meeting Dates: 
Aug. 23, Th
Aug. 28 T  Psychology from a historical perspective [Chpt. 1]
Aug. 30 Th & Sept 4 T  The Philosophical and Physiological Roots of Psychology
and Sept. 6 Th  [Chpts. 2 & 3]
Sept. 11 T & 13 Th  Wundt’s Founding of Psychological Science in the German
Science Tradition [Chpt. 4]
Sept. 18 T & 20 Th  Darwin’s Influence & Galton’s Psychology in England [Chpt. 5]
Sept. 25 T & 27 Th  The Pioneering of Psychology in America [Chpt. 6]
          Chapter from W. James (1890)
Oct. 2 T & 4 Th  Structuralism versus American Functionalism [Chpt. 7]
                        Excerpts from E. L. Thorndike (1898)
                        Article by J. R. Angell (1907)
Oct. 9 T & 11 Th  American Psychology Rises to Dominance and Psychology Acquires Utility [Chpt. 8]

October 16 @ 2:00 pm  B Deadline for Level I Exam for students on Oral Exam Option

October 16 Tuesday and 18 Thursday --- Midterm Examination for students on Standard Examination Option
 [Exam covers Chapters 1-8, library readings, and associated class material]

Oct. 23 T & 25 Th  Meanwhile, Back in Germany -- Gestalt Psychology [Chpt. 9]
          Chapter by M. Wertheimer (1938)
          Article by H. Helson (1969)
Oct. 30 T & Nov. 1 Th  Russian Precursors and the Origins of American Behaviorism
          [Chpt. 10]
          Article by J. B. Watson (1913)
Nov. 6 T, 8 Th, & 13 T  The Proliferation of Behaviorism and Shaping of Modern
          Psychological Science [Chpt. 11]
          Chapter from E. C. Tolman (1932)
          Article by C. L. Hull (1930)
          Chapters from B. F. Skinner (1953)
Nov. 15 Th & 20 T  Freudian Psychoanalysis and the Origins of Clinical Psychology [Chpt. 12]

November 21 @ 2:00 pm  B Deadline for Level II Exam for students on Oral Exam Option

Nov. 22 Th  No Classes B Thanksgiving Holiday

Nov. 27 T & 29 T  The Cognitive Revolution in Psychology [Chpt. 13]
          Article by D. A. Lieberman (1979)
          Article by B. F. Skinner (1987)
Dec. 4 T  Modern Psychology in Perspective [Chpt. 14]
Dec. 6 Th  Senior Comprehensive Exam for Psychology Majors
December 13 @ 2:00 pm  B Deadline for Level III Exam for students on Oral Exam Option

December 14, Friday, 3:30 pm - 5:30 pm -- Final Examination for students on Standard Examination Option
 [Exam covers Chapters 9-14, library readings, some comprehensive questions, and associated class material]