

PSY 3360-501—Fall 2015—Historical Perspectives on Psychology:

Minds and Machines Since 1600

Green 4.428 - Tuesday & Thursday 5:30-6:45 PM

Instructor Contact Information

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Prerequisite: PSY 2301 or CGS 2301

Course Description:

This course examines the historical and philosophical antecedents to our present ways of approaching psychology. Beginning a little before 1600, when the foundations of our contemporary approaches were beginning to be laid down, the course looks at the philosophical discussion of issues central to our work as psychologists: What is it that psychology studies? What counts as data? Is psychology ultimately reducible to biology, chemistry, and physics? In what sense can humans know one another, God, and nature? What are the implications of a scientific psychology for religion concerning the place of human beings in the universe? Are we mere deterministic machines, or do we possess a free will? Central issues in the philosophy of science and the philosophy of mind that are pursued into the 20th century include the synthesis of rationalism and empiricism, reductionism in science, the mind/body problem, the problem of free-will, and the scientific status of mental events. Twentieth-century developments that we include are behaviorism, gestalt psychology, psychoanalysis, human information processing, psycholinguistics, artificial intelligence, and neuroscience.

Student Learning Objectives:

After completing the course, students should be able to:

- 1.1 Describe and explain the nature of psychology as a scientific discipline.
- 1.2 Describe and analyze major theoretical perspectives and overarching themes of psychology and their historical development.
- 4.1 Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).

Required Textbook and Materials:

Fancher, R. *Pioneers of Psychology*. (4th ed.) Norton, 2011. (RF in syllabus)

Recommended books (choose one—see paper assignments):

James, W. *Varieties of Religious Experience*.

In this 1902 classic, William James explores the cognitive, social, and personality psychology of religion from an experiential point of view.

Kahneman, D. *Thinking: Fast and Slow*. Farrar, Straus & Giroux, 2013.

Brings to bear the results of recent research on our two processes for decision making: intuitive and rational.

Kandell, E. *In Search of Memory*. Norton, 2007.

An account of the discoveries of how the brain stores memories, with glimpses into the life of a great neuroscientist.

Menand, L. *The Metaphysical Club*. Farrar, Straus & Giroux, 2002.

C. S. Peirce, William James, John Dewey, and the origins of American pragmatism in the late 19th and early 20th centuries.

Safina, C. *Beyond Words: What Animals Think and Feel*. Henry Holt, 2015.

An up-to-date account of ethological studies of animals in the wild, with an emphasis on their complex cognitive and social lives.

Outlines and supplementary readings on eLearning.

Exams and Assignments:

Exams: We will have three non-cumulative exams based on the lectures and reading, which will include 20 multiple choice, a choice of 3 out of 4 short-answer essay questions, and 1 long essay for which you will have 3 possible questions provided in the study guide distributed a couple of weeks before the exam. ***Exam answer forms:*** Exam System II, Form 229630

Paper Assignments: We will have a series of 12 one-page papers (labeled **PA** in the syllabus) that will be due on Tuesdays. (There will be a one-week grace period, but no more.) You will submit them electronically via eLearning where the assignments will be vetted by turnitin.com and grades will be posted. Some of these will be on the readings in Fancher's book, and others will be on the recommended book you are reading. I will come up with questions that are specific to each chapter or book, and that I hope will provoke you to take a stand one way or the other on an issue. Hence, these brief papers will be what you might call "position papers." They should be double-spaced and 1 ½ to 2 ½ pages in length. The minimum acceptable length is 300 words (with a range of roughly 350-500 words, though there is no upper limit). They will be graded on a 4-point scale, where 4 = excellent, 3 = good, 2 = deficient in some respect (about which I will be happy to give you feedback), and 0 is unacceptable. On rare occasions (perhaps 1-2 % of the time) I will award 5 or 6 points for a super-fantastic-wonderful paper. Each paper should be labeled at the top with your name and "paper # ____." Your papers should be focused, well-organized, and make a good impression on the reader with correct spelling and grammar. When you quote material from other sources, be sure to indicate that you are quoting, and provide a specific citation of the source.

Attendance: Attendance in class is strongly encouraged. If you need to be absent, arrange with someone else to obtain the lecture notes and assignments.

Faulty Exam Questions: Occasionally I write faulty multiple-choice questions. If you encounter such a question, let me know by e-mail *immediately after the exam period*. I will consider your arguments before grading the exams, and if necessary throw out the question for everyone.

Grading: Grading is based on a set of *a priori* criteria. On the exams each multiple-choice item is worth 1 point, each short-essay item is worth 7 points, and the long essay is worth 20. Hence each exam is worth 61 points. On the exams the cutoff for A- is 54, B- is 45, and C- is 36. (In case of a general disaster these cutoffs may be moved down, but I will not move them up.) The cutoffs for the total points for the 12 paper assignments are: A- = 44, B- = 32, and C- = 20. I will add your total points together

at the end of the semester to determine your grade. Using the above totals and cutoffs for exams and papers, this gives a total of 231 possible points, and means that A- = 206, B- = 167, and C- = 128. + and - grades apply in the top and bottom 3 or so points in each letter-grade category. The 3 or 4 people at the very top of the grade distribution will receive A+ if their performance is stellar. If you are just a few points below a cutoff because of an unusually low grade on the first midterm, and your PA grades are good, then your final letter grade will be one-third point higher (for example, C → C+, B+ → A-).

Research: This is a core course in Psychology, and so research experience (as described in the accompanying flyer) is required of all students.

SYLLABUS

date	topic	readings
Aug 25 27	introduction: framework for thinking about foundations of psychology	RF 1 Descartes
Sept 1 3	Montaigne – mind, body, freedom, & the social fabric	PA1 due RF2 Locke/Leibniz
8 10	Descartes: totally rational mind Spinoza – body/mind united	PA2 due RF3 brain
15 17	& the point of view of eternity empiricism: Bacon/Hobbes/Locke * Save the Helmholtz section 'til after Midterm I	PA3 due RF4 Kant/Helmholtz*
22 24	Hume & Kant's synthesis of rationalism & empiricism	PA4 due
29	MIDTERM I	
Oct 1 6 8	Helmholtz & 19 th century experimental psychology Darwin & evolution	RF5 Wundt PA5 due RF6 Darwin
13 15	Peirce & James – the psychology of the mind	PA6 due RF8 James
20 22	the crisis of introspectionism &	PA7 due RF9 Behaviorism
27 29	the rise of behaviorism contributions of behaviorism	PA8 due RF10 social psych
Nov 3 5	MIDTERM II decline of behaviorism:	RF11 Freud
10 12	internal & external influences "humanistic" psychology	PA9 due RF12 Allport
17 19	cognitive behaviorism	PA10 due RF13 Piaget
26	Thanksgiving (Fall break)	
Dec 1 3 8	Minds, machines, & free will – Dennett	PA11 due RF14 Minds & Machines PA12 due

FINAL EXAM – TBA

ISSUES to think about while going to sleep

Human Nature

good/bad Is man (or woman) essentially good, safely to be

left to his/her own devices? Or is he/she basically bad, needing to be carefully controlled?

nature/nurture To what degree are a person's temperament, abilities, and character essentially determined by heredity, and to what degree by the environment?

human nature Is there such a thing as human nature, apart from cultural context? (related to *nature/nurture*)

mind/body Are mind and body one or two? And if two, do they interact, or run along in parallel, or tend toward integration in the ideal case (without having necessarily achieved that yet)? And do animals have minds? If not, are they mere machines?

free will/determinism Are a person's choices essentially free, or are they determined by heredity and/or environment? If everything that happens in the universe follows the dictates of causality described by science, how is free will possible? And in what sense might free will have adaptive value?

wisdom/knowledge How should we live, and what should we do next; vs. how do we know the nature of the universe?

interpersonal relations Is a person essentially social? Can an isolated individual be truly human? Is a "private language" possible? Can we understand one another? Across cultures? If there were "aliens" in our midst, how would we know?

procedural/declarative knowledge Is what we can say we know about ourselves and the world what we really know? Do we know about the world primarily from internal thinking, or from external experience? (see *rationalism/empiricism*, below)

Science and Human Knowing

Reality Is there one reality to be discovered--that is, exactly one correct answer to each important question; or are there multiple answers? Are there any constraints on the number of possible answers? (see *human nature*, above)

rationalism/empiricism Does knowledge of the world come from reason or from observation?

Truth/truth Is there human knowledge which is self-evident and/or incorrigible? Or is all knowledge provisional and ultimately to be corrected? Is there a higher Reality beyond the observable reality we experience? (And how would we know?)

process/content Is the goal of science a body of knowledge? Or is science primarily a process leading to new knowledge?

Reductionism Can science at one level of analysis be explained by science at another (such as chemistry by physics, or arithmetic by logic)? What about emergent properties?

Psychology

inside/outside Do we study the mind and brain by looking inside our own, or by observing other people's behavior?

nomothetic/idiographic Can we discover general laws of human behavior, or can we only make sense of individual cases in a post hoc way? (related to *human nature*, above)

time & consciousness Why is consciousness embedded in time? Does psychological time flow continuously? (vs by jumps)

consciousness & procedural/declarative Is consciousness a story we tell ourselves, or does it involve things (like 'qualia') that cannot be entirely reduced to declarative statements?

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details).

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If

the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, not excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.