

SYLLABUS

SEMESTER OFFERED: Fall 2009

COURSE NUMBER AND TITLE: PSYC240 - Historical and Contemporary Issues

CREDIT HOURS: 3

RECOMMENDED PREREQUISITE: Psychology 101

INSTRUCTORS: Dr. Dan Mayton

OFFICE: Spalding Hall, Room 213F

PHONE: 792-2280

E-MAIL: dmayton@lsc.edu

FAX: 792-2571

OFFICE HOURS: Monday and Wednesday 10:30 - noon & 2:00-3:00 pm

COURSE DESCRIPTION:

An examination of issues surrounding the aims, methods, and structure of psychology with attention to (1) the nature of explanation of mind and behavior and the adequacy of various philosophical approaches for the discipline, (2) a survey of historical figures who have impacted the field of psychology, (3) professional and ethical considerations for the psychological practitioner, researcher, and writer, and (4) a survey of contemporary issues in the field (e.g. repressed memories, effects of abortion, effects of pornography, religion and mental health, etc.). The course aims to assist students to acquire a professional orientation to the discipline of psychology by gaining knowledge about a variety of issues, synthesizing and evaluating this knowledge, and applying it toward development and communication of informed positions and opinions relevant to these issues.

COURSE GOALS:

This course should help the student to accomplish the following:

1. add to their knowledge base of specific terms, principles, concepts, procedures, issues, and individuals associated with the discipline of psychology;
2. relate various philosophical systems to common schools or orientations of psychology with particular attention to explanations of human beings;
3. identify significant professional issues in psychology with specific attention to the ethics associated with the psychologist as practitioner, educator, and researcher;
4. identify effective strategies to obtain admission into a graduate program in psychology which is congruent with the student's career goals;
5. describe some of the contemporary issues surrounding psychology and derive informed positions and opinions about these issues;

Note to Students

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor as soon as possible.

REQUIRED TEXTBOOKS:

- American Psychological Association (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology (2nd ed.)*. Washington D.C.: Author.
- Hunt, M. (1993). *The story of psychology*. New York: Anchor Books.
- Slife, B. (2006). *Taking sides: Clashing views on controversial psychological issues (14th Ed.)*. Guilford, CT: Dushkin/McGraw Hill.

TENTATIVE COURSE OUTLINE (Subject to change by professor)**Week of August 24th** - Values, Ethics, and the Field of Psychology

Is homosexuality is an abnormal behavior?

ISSUE 16. Is Treating Homosexuality Ethical? in your Slife text

Week of August 31st – Ethics and the APA

Read the American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct . The introduction and preamble can be found at the end of this syllabus and the entire document can be located through the APA web page. Start your search for it at

<http://www2.apa.org/ethics/code2002.doc>

Week of September 7th – Prescientific Psychology: Idealism and Realism

Hunt - Chapters 1 & 2

ISSUE 7. Does the environment influence human behavior more than genes? In Slife text

Ethics Analysis Paper is due on Friday by 5:00 pm in Spalding Hall Room 101A.

Week of September 14th - Prescientific Psychology: Rationalism and Empiricism

Hunt - Chapter 3

ISSUE 12. Does ADHD exist? in your Slife text

Week of September 21st - Structuralism and Functionalism

Hunt - Chapters 4, 5, & 6

Week of September 28th - Psychoanalysis

Hunt - Chapters 7

ISSUE 8. Does the Divorce of Parents Harm Their Children? in your Slife text

ISSUE 15. Should psychologists be able to prescribe medicine? in your Slife text

Week of October 6th - Examination #1

The first examination will be this week. It will be a closed book, closed notes, multiple choice/matching/essay test covering your readings and class lectures.

Week of October 12th – Quantifiers

Developing a resumé

Hunt - Chapters 8 & 11

ISSUE 11. Is the Theory of Multiple Intelligences valid? in your Slife text

Week of October 19th - Behaviorists

Hunt - Chapter 9

ISSUE 4. Are Humans Naturally Violent? in your Slife text

ISSUE 17. Do video games lead to violence? in your Slife text

Your resume/self analysis is due on Friday by 5:00 pm in Spalding Hall Room 101A.

Week of October 26th - Gestalt Psychology

Hunt - Chapters 10

ISSUE 13. Does taking antidepressants lead to suicide? in your Slife text

ISSUE 9. Does research show that homosexual parenting has no negative effects? in your Slife text

Week of November 2nd - Humanistic Psychology and Developmental Traditions

Hunt - Chapters 15, 17, & 12

ISSUE 18. Can sex be addictive? in your Slife text

ISSUE 14. Does low self-esteem lead to antisocial behavior? in your Slife text

Week of November 9th - Developmental & Cognitive Traditions

Hunt - Chapter 13 & 16

ISSUE 5. Do women and men communicate differently? in your Slife text

ISSUE 10. Are human activities determined? in your Slife text

Week of November 16th - Examination #2

The second examination will be this week. It will be a closed book, closed notes, multiple choice/matching/essay test covering the material in your readings and from class lectures.

Week of November 23rd – Thanksgiving Week Vacation

Week of November 30th - Profession of Psychology and Preparing for the Field of Psychology

Requisites for Entering the Profession

Areas of Specialization in Psychology: Practitioners, Educators, and Researchers

Typical sequences of graduate studies Employment opportunities and levels of formal educational preparation needed

Getting In - Chapters 1, 2, & 3 plus Appendix B

Week of December 8th - More on the Profession of Psychology

Getting In text - Chapters 4, 5, & 6

Graduate School/After Graduation Plan is due on Friday of this week by 5:00 p.m. in Spalding Hall Room 101A.

Week of December 14th

Final examination is scheduled for Thursday December 17th from 9:00 am to 10:50 pm in the regular classroom.

EVALUATION

Grades will be based on student performance on a series of activities which reflect the course objectives. The course activities and the maximum number of points for each activity within the 500 point system used to evaluate students are as follows:

Ethics Analysis Paper	50 pts
Examination #1	100 pts
Examination #2	100 pts
Historical Figures Presentation	20 pts
Contemporary Issues Debate	20 pts
Resume/Self Analysis	20 pts
Graduate School/After Graduation Plans	50 pts
Final Examination	100 pts
Attendance and Participation	40 pts

Final grades will be assigned on a total point bases as follows:

<u>Grade</u>	<u>Percentage of Points</u>	<u>Total Points</u>
A	93 - 100 %	465 - 500
A -	90 - 92.9 %	450 - 464
B +	87 - 89.9 %	435 - 449
B	83 - 86.9 %	415 - 434
B -	80 - 82.9 %	400 - 414
C +	77 - 79.9 %	385 - 399
C	73 - 76.9 %	365 - 384
C -	70 - 72.9 %	350 - 364
D +	67 - 69.9 %	335 - 349
D	60 - 66.9 %	300 - 334
F	59% or lower	299 or less

Assignments which are not turned in on time will be penalized 10% for every class period that it is late. No assignments will be accepted more than two weeks after the due date.

Students who will miss a class in which an examination is scheduled need to make arrangements for a makeup examination before the scheduled time of the examination. If students miss an examination due to illness, they must provide a doctor's excuse or a slip indicating they visited the LCSC Student Health Center in order to be able to sit for a makeup examination. Students without a written excuse from their doctor or the LCSC Student Health Center will not be allowed to take a makeup examination and will be assigned a zero for that examination.

Guidelines for Ethics Analysis Paper (50 points)

Based on the class presentations and discussions of ethical and professional behavior, you are to write a brief essay explaining how you should deal with **one** of the following scenarios.

Scenario 1:

Your good friend, who is a sophomore with a major in psychology, tells you that she is sexually attracted to one of her professors. She got to know him when she completed his course on perception and sensation last semester. She says she really believes the feelings are mutual. The professor wants her to attend an upcoming conference with him. What a great opportunity she exclaims as this would be a good preparation for the future course on motivation she will be taking from him next fall semester. Isn't it

great she asks you?

What do you say and do? Be as specific as you can in providing recommendations to ethically deal with this situation. Relate the APA Ethics Code to your recommendations to your friend as best you can. Would your recommendations be any different if your friend was male and the professor was female? Would your recommendations be different if one or both of the individuals in this scenario were married?

Scenario 2:

Your good friend tells you that she is having an extremely hard time in one of her classes. The professor does not explain things well and is so vague about assignments and criteria for grading. You ask her how this guy could still be teaching here if he is so bad. What kind of an evaluation did you give him? Oh, he is such a nice guy I just could give him a poor evaluation she says. It would effect his merit pay for next year.

She goes on to indicate that she didn't know how she would get her term paper completed and still study for her final until a group of students indicated that they had a plan to sit together so it would be easy to look off of each others papers on the exam. One of the other students in the group gave her an address to buy a term paper so that was not a problem either. Life is good in the end she says.

What do you say and do? Be as specific as you can in providing recommendations to ethically deal with this situation. Relate the APA Ethics Code to your recommendations to your friend as best you can.

Your paper should be typed and double-spaced with 1" margins. You are strongly encouraged to keep your paper within the 3-5 page range. This paper is due on Friday September 11h by 5:00 pm in Spalding Hall Room 101A.

Historical Figure in Psychology Presentation (20 points)

Each student will make a ten minute presentation to the entire class concerning an historical figure in psychology. Each presentation should provide a summary and discussion of (1) the individual's life, (2) the critical factor(s) which brought the person to the field, (3) the person's basic beliefs about human behavior, (4) the person's activities in psychology and impact on the field, and (5) any other interesting information you have located. Each student should provide two or three references to your figure's life and works for the benefit of your classmates who would like to read more.

Contemporary Issues Debate (20 points)

Each student will be involved in a debate of at least one of the contemporary issues from your *Taking Sides* text. Each student should be prepared to present a 3-5 minute statement designed to persuade the audience. The first statement will be made by the affirmative position and the second statement will be made by the negative position. After both statements have been made, the affirmative and then the negative will provide a 1-2 minute rebuttal. Grades for the debate will be based on the rubric that will be discussed in class. Following the rebuttals the class will have an opportunity to ask questions of the debaters. **Individuals who miss the class for their scheduled debate will need to write a eight page referenced paper outlining their position.**

Resume/Self Analysis (20 pts)

For this assignment you are to develop a resume which is directed toward your first experience after completing your undergraduate career at LCSC. If you plan on going to graduate school, your resume should be organized to maximize your acceptance. If you plan to pursue employment after graduation from LCSC, then your

resume should be organized to maximize your chances of being hired. Your resume will be graded based on its organization, presentation, and general mechanics.

Once your resume has been developed, I want you to analyze it for its strengths and weaknesses. Be sure to describe what you can accomplish between now and the time you graduate to make your resume more attractive to graduate schools and employers. This will be due on Friday October 24th by 5:00 pm in Spalding Hall Room 101A.

Graduate School/After Graduation Plans (50 points)

For this assignment you are to write a paper which describes your personal and professional plans for the future. To accomplish this task you should be sure to address each of the following:

- 1) Briefly describe your **personal goals** during your undergraduate years and for the five years after you graduate from Lewis-Clark State College. Be sure you describe the life style you would like to have which is consistent with your values and interests. Also indicate the type of community you would prefer to live in.
- 2) Briefly describe your **career goals** for the five years after you graduate from Lewis-Clark State College. Be sure you describe your career plan and include a discussion of how it matches your personal goals.
- 3) If **graduate school** is in your career plan, please indicate a minimum of four graduate schools which you are considering to apply. For each graduate school you have selected, please specify the program name, the prerequisites (minimum GRE, GPA, etc.), and the website address. For webpages of colleges or universities you might check the following website.

[http://dir.yahoo.com/Education/Higher_Education/Colleges_and_Universities/United_States/Complete_Listing/]

OR

If graduate school is not in your career plan, please indicate a minimum of three **employment** possibilities which you are considering. For each job possibility you have indicated, please specify the location (address and phone #) and the number of positions available. To get ideas you may want to check out the following website. [<http://www.psychwww.com/careers/jobs.htm>]

This paper is due on December 12th at 5:00 p.m. in Spalding Hall Room 101A.

Attendance and Participation (40 points)

Students are expected to demonstrate personal responsibility and commitment by regularly attending class, by actively participating, and by completing all assignments on schedule. Students will be awarded credit for attendance and active participation in class discussions and activities. Students who miss more than three class session will lose 3 points in this category for every additional class session missed.

AMERICAN PSYCHOLOGICAL ASSOCIATION
ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT
(Revised May 14, 2002)

INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably*, *appropriate*, *potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of

psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

PRINCIPLE A: BENEFICENCE AND NONMALEFICENCE

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

PRINCIPLE B: FIDELITY AND RESPONSIBILITY

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists

consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

PRINCIPLE C: INTEGRITY

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

PRINCIPLE D: JUSTICE

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

PRINCIPLE E: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

Examination #1 Study guide
Hunt - Chapters 1 through 7

1. Describe the general goals related to psychology of the Greek philosophers in the 5th and 4th century BC.
2. Delineate the factors seemed to encourage the thought about psychological issues during the Golden Age of Greece.
3. Explain the orientation and impact of the Patrist adapters and reconcilers.
4. Identify the structure of scientific revolutions and identify the characteristics and patterns of paradigm shifts.

5. Be able to identify the major impact or contribution each of the following had on the field of psychology.

Democritus	Hippocrates	Socrates	Plato
Aristotle	The Epicureans(Epicurus)	Skeptics (Pyrrho)	Stoics (Zeno)
Galen	St Augustine	St Thomas Aquinas	Rene Descartes
Thomas Hobbs	John Locke	David Hume	Immanuel Kant
Willhelm Wundt	William James	Edward B. Titchner	Lillien Martin
Mary Calkins	Christina Ladd-Franklin	Margaret Washburn	John Dewey
Thomas Kuhn	Sigmund Freud	Carl Jung	Alfred Adler
Karen Horney	Anna Freud	Harry Stack Sullivan	

6. Be able to discuss the pros and cons using appropriate research support for both sides of the following issues:
 Issues 7, 8, 12, 15, & 16.

7. Define and either describe in your own words or give give examples of each of the following terms.
associationism - the philosophical belief that mental phenomenon, such as learning, remembering, and imagining, can be explained by the laws of association [Laws of Association - laws thought responsible for holding mental events together and thus making them meaningful (contiguity, frequency, contrast, similarity)]

determinism - the belief that everything that occurs does so because of known or knowable causes (and if these causes are knowable in advance, an event could be predicted with complete accuracy.)

dualism - belief that there are two aspects of humans, one physical and one mental

empiricism - the belief that the basis of all knowledge is experience (based on evidence to the senses)

epistemology - area of philosophy concerned with the study of the nature or structure of knowledge

free will (nondeterminism) - the belief that human thought or behavior is freely chosen by the individual and is therefore not caused by antecedent physical or mental events

functionalism - psychological school of thought which viewed consciousness and all behavior as serving some purpose or function

hedonism - psychological principle that one invariably behaves in ways to maximize pleasure

idealists - those who believe that ultimate reality consists of ideas or perceptions and is therefore not physical

introspection - method which relies upon the subjective report of an individual

materialist - those who believe that everything in the universe is physical (material), including those things that others refer to as mental

metaphysics - area of philosophy concerned with the study of the ultimate causes and underlying nature of things

naive realism - the belief that what one experiences mentally is the same as what is present physically

nativist - anyone who believes that important human attributes such as intelligence are inherited

naturalism - doctrine that the human species is just another one of nature's many marvels and the same principles used in studying other aspects of the natural world apply to human behavior

objectivism - use of techniques in psychology which are open to verification by another observer

Occam's Razor - belief that of several, equally effective alternative explanations, the one that makes the fewest assumptions should be accepted

paradigm - a viewpoint shared by many scientists while exploring the subject matter of their science (determines what constitutes legitimate problems and the methodology in solving those problems)

positivism - belief that only those objects or events that can be directly experienced should be the object of scientific inquiry

pragmatism - philosophical doctrine popularized by William James that holds that beliefs should be judged by their practical consequences rather than by a priori moral or logical criteria (empirical with a great emphasis upon the active phases of experimentation)

psychoanalytic perspectives

- psychological school of thought developed by Sigmund Freud which places a great deal of emphasis upon unconscious motivation, innate conflict, and symbolism

rationalism - the philosophical belief that knowledge can be attained only by engaging in some type of systematic mental activity

science - systematic attempt to rationally categorize or explain empirical observation

Socratic method (known as dialectic) - method of instruction in which students are asked questions that seemingly lead them step by step to discover the truth for themselves

structuralism - psychological school of thought which sought to catalog the contents of the mind and determine its structure (analysis of consciousness into elements through the method of introspection)

subjectivism - tendency to base one's belief on one's own perception and thinking

Examination #2 Study guide
Hunt - Chapters 8 through 13, 16, & 17

1. Compare and contrast the seven psychological systems discussed in class.
2. Be able to identify the major impact or contribution each of the following had on the field of psychology.

Sir Francis Galton	James McKeen Cattell	Alfred Binet	G. Stanley Hall
Ivan Pavlov	Edward L. Thorndike	John B. Watson	Edward Tolman
Clark L. Hull	B. F. Skinner	Max Wertheimer	Wolfgang Kohler
Kurt Lewin	Floyd Allport	Ludwig Binswanger	Viktor Frankl
Martin Heidegger	Erich Fromm	Muzafer Sherif	Gordon W. Allport
Jerome S. Bruner	Jean Piaget	George A. Miller	Carl R. Rogers
Abraham Maslow			
3. Identify which of the seven psychological systems each of the above individuals who are associated with modern psychology would be placed.
4. Be able to discuss the pros and cons using appropriate research support for both sides of the following issues:
 Issues 4, 5, 9 – 11, 13, 14, 17, & 18.
5. Define and either describe in your own words or give give examples of each of the following terms.

behaviorism - psychological school of thought which believes that behavior is all psychological scientists can study; position that all psychological functions can be explained in terms of muscular reactions, glandular secretions, neural activity and nothing more

cognitive perspective - psychological school of thought that emphasizes mental processes concerning how psychological information is learned, stored, and retrieved

determinism - the belief that everything that occurs does so because of known or knowable causes (and it these causes are knowable in advance, an event could be predicted with complete accuracy.)

empiricism - the belief that the basis of all knowledge is experience (based on evidence to the senses)

existential perspective - psychological view which emphasizes personal choice and considers stability and predictability to personality as only manifest because a person chooses to behave in a manner that makes it appear so

free will (nondeterminism) - the belief that human thought or behavior is freely chosen by the individual and is therefore not caused by antecedent physical or mental events

functionalism - psychological school of thought which viewed consciousness and all behavior as serving some purpose or function

gestalt perspective - psychological school of thought that stresses the phenomenological study of large units of behavior with the emphasis on the primacy of wholes (the whole is greater than the sum of its parts)

humanistic perspective - psychological school of thought which believes that human needs and values should primarily determine the focus and direction of scientific inquiry and interpretation

introspection - method which relies upon the subjective report of an individual

materialist - those who believe that everything in the universe is physical (material), including those things that others refer to as mental

objectivism - use of techniques in psychology which are open to verification by another observer

pragmatism - philosophical doctrine popularized by William James that holds that beliefs should be judged by their practical consequences rather than by a priori moral or logical criteria (empirical with a great emphasis upon the active phases of experimentation)

psychoanalytic perspectives - psychological school of thought developed by Sigmund Freud which places a great deal of emphasis upon unconscious motivation, innate conflict, and symbolism

rationalism - the philosophical belief that knowledge can be attained only by engaging in some type of systematic mental activity

science - systematic attempt to rationally categorize or explain empirical observation

structuralism - psychological school of thought which sought to catalog the contents of the mind and determine its structure (analysis of consciousness into elements through the method of introspection)

Zeitgeist - spirit of the times