

# Psychology 571 (4 credits; 70724) – Pioneers of Psychology

Summer 2025

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Office hours (May 19 - June 20): Wednesdays 12:00 – 2:00 (via email and/or Zoom)

Other times are available by appointment.

## Course Syllabus

Required Books:

Gay, Peter. (ed.) (1995). *The Freud Reader*. New York: W. W. Norton & Company.  
[ISBN: 978-0393314038; designated as "F" in the course calendar]

James, William. (2001, originally published in 1892). *Psychology: The Briefer Course*. Mineola, NY: Dover Publications. [ISBN: 978-0486416045; "J" in calendar]

Milgram, Stanley. (2009, originally published in 1974). *Obedience to Authority: An Experimental View*. New York: Harper Perennial Modern Classics. [ISBN: 978-0061765216; "M" in calendar]

All of these books are available through the UNH Online Bookstore (see the Week #0 Canvas announcements for details).

**Important Notes:** Please note that **weekend days DO count** in this schedule, given our brief 5-week meeting period (all times are **EST**). **Also, if you're not in the habit of regularly checking your UNH e-mail account (i.e., the account with the *firstname.lastname@unh.edu* format), please get in the habit! Your UNH e-mail account is the only way I have of contacting you on a consistent basis, and I may make use of this mechanism for touching-base regarding important course-related information! Note that UNH faculty are not supposed to use outside email accounts (e.g., Gmail, iCloud, etc.) for contacting students! Also, please do NOT contact me using the "Inbox" messaging utility within Canvas – its editor is cryptic, and it doesn't handle email attachments as well as your UNH email account.**

## CREDIT HOUR POLICY

The University of New Hampshire is in compliance with the federal definition of credit hour. For each credit hour, the University requires, at a minimum, the equivalent of three hours of student academic work each week assuming a 15-week semester (student workload for shorter length terms must be increased proportionally per week to maintain required approximately 45 hours of work per credit per term). Academic work includes, but is not limited to, direct faculty instruction, e-learning, recitation, laboratory work, studio work, fieldwork, performance, internships, and practica. Additional academic activities include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Student work reflects intended learning outcomes and is verified through evidence of student achievement.

(<https://catalog.unh.edu/undergraduate/academic-policies-procedures/credit-hour-policy/>)

## GOALS AND OBJECTIVES

This course is designed to give the student an overview of some of the "key players" in the field of psychology. Of course, given the short time frame within which we are working, we can only hope to discuss a very few of the many individuals involved in the progression of psychology as a science. Hence, I have chosen three individuals to study: William James, Sigmund Freud, and Stanley Milgram. Please understand that this course is not meant to serve as a generic history of psychology course -- instead, our job is to examine several individuals, study some of their great works, and try to put this information into some sort of historical context. Please note that *PSYC 571* is one of the *General Education (Group 8)* and *Discovery (HP)* offerings, so students are expected (and encouraged) to bring different perspectives to the course content! Further note that *Psyc 571: Pioneers of Psychology* was formerly known as *Psyc 571: The Great Psychologists* (and you can't receive credit for taking both!).

## TEACHING AND LEARNING STRATEGIES

As an online class, the primary class format will consist of video lectures, online discussions/debates, supplementary videos, exams, writing assignments, and individual research. This course, perhaps more than any other that I teach, demands active participation on the part of the enrolled students. Given that we won't be meeting face-to-face, I hope we can engage in some intelligent discussion relating "the pioneers of psychology" to our own lives, the field of psychology, and the evolution of science, in general. I have tried to select individuals whom I feel contributed to psychology in unique, and sometimes controversial, ways. Please get involved in what is going on -- this will make your experience a much more positive one and is an essential ingredient for a successful online experience! Note that in some of the recorded video modules I refer to "*Blackboard*," which was the learning management system (LMS) that UNH used to use prior to the current one, "*Canvas*."

## READING ASSIGNMENTS

On the course calendar I have outlined the specific reading assignments for this course. Please try to have the readings done by the dates listed. You will note after looking at the calendar that there is **a lot of reading to get through in this course!** You should consider your primary task in this course as one of reading, reading, reading! I can almost guarantee that you will not be able to successfully get through this course by skimming through the readings the night before the exams. Prior to reading through each selection, I will be providing you with some questions to consider in terms of how they relate to the selected portions of text (see the *Assignments* link (within "Modules") in Canvas).

## EXAMS

There will be three exams throughout the course (as listed on the course calendar). The exams will consist of a mixture of short-answer, multiple choice, fill-in-the-blank, and essay type questions, and will be completed online within Canvas (see the *Unit Exams* link within Canvas). The exams will be made available toward the end of each unit. Material from the video lectures, online discussions, as well as the outside-of-the-class reading assignments (i.e., the assigned reading questions) will be fair game for the exams. I will tell you more about each exam as we approach the end of each of the three units. While you will be allowed to use your notebook to complete the exams, be aware of the fact that the exams will be timed, and you will not have a lot of time to be flipping through pages of notes. Hence, you should study for the online exams much the same way you would for a traditional in-class exam, and don't rely too heavily on the fact that you'll have access to your notes. **I will NOT be looking**

**for responses based on information that you find via Google, Quizlet, Chegg, ChatGPT, etc. – exams will be based on information that you read about – or what I lecture on in the videos – so you want to make sure your exam responses are based on material that we cover in class!** Please note that, as a general rule, **there will be no make-up exams given.** Extenuating circumstances may require the approval of the Dean along with supporting paperwork. Problems meeting these guidelines should be brought to my attention at least five days before scheduled exams.

## ONLINE READING DISCUSSIONS

Throughout the course, I will ask you to respond to the assigned readings and the discussion questions. As you're reading through the designated assignments, please focus, in writing, on the questions that I will be posting in Canvas (in the "Discussion Board"). I expect your responses to be thoughtful and detailed, and based on the points that are raised in the readings. **At a MINIMUM, you are required to post your substantive responses in Canvas to at least one question within each of the four discussion links provided for each unit; furthermore, your posts must occur on at least four different days (and, again, weekend days DO count!) within each of the units (to help spread-out the discussions).** Of course, these are minimum standards, and you're urged to contribute more often. In your discussions, you are encouraged to banter back-and-forth with one another as you hash-out some of the finer details of the conversation. The Discussion Board for each unit will open at the start of a given unit by 8:00am and will end at 11:55pm at the end of the unit (see calendar for details).

In addition, you will be expected to post your written responses **TO ALL OF THE READING QUESTIONS** (either as a *Word* or .rtf file) to Canvas via the supplied link, again, sometime before 11:55pm on the last day of the unit. You may post your discussion responses at any time during the intervening unit, given the restrictions outlined above. Please note that **once an online discussion has ended for a given unit, there is no way to make-up for that missed exercise!**

## PAPER ASSIGNMENT / POWERPOINT PRESENTATIONS

As an ongoing project throughout the course, you will be expected to conduct your own research on a different "pioneer of psychology." You will be picking your person from a list that I provide within Canvas. Your job will be to conduct a historical search of the person's work, contributions to the discipline, individual personality patterns, and anything else that you find interesting/relevant to the person's role in the field of psychology! Note that I've provided a separate handout within the *Course Documents* link of Canvas that outlines the details of the paper assignment. Rough drafts of papers are REQUIRED and are to be uploaded via the link in Canvas on or before **June 6**; the finished papers are due, again via Canvas upload, on **June 13**. You'll also be developing a **6-slide PowerPoint presentation** that provides a graphic and text summary of your research. At the end of the course, all students will be expected to post their slides in Canvas for the class to read and critique. We will have a final online forum where we will discuss your work as a class. The *PowerPoint* slides will also be due on **June 13**. **Please use the provided links in Canvas for uploading all assignments – I do not accept email attachments for any assignment submissions!**

Please note that **FOR EVERY DAY THAT THE RESEARCH PROJECT (PAPER/POWERPOINT) IS HANDED IN LATE, THE GRADE WILL BE LOWERED BY ONE LEVEL (E.G., A GRADE OF "B-" WILL BE DROPPED TO A "C+" ON THE FIRST DAY, A "C" ON THE SECOND DAY, A "D" ON THE FOURTH DAY, ETC.).**

## ENGAGEMENT/CLASS PARTICIPATION

You are expected to be engaged in a substantive fashion throughout the duration of the course. In addition, I expect all students to actively participate in the "goings on" of the class –and this is critically important in an online course. You will note that a portion of your final course grade is dedicated to class participation and engagement. Try to imagine yourself as a historian trying to unravel the works of some great thinkers in the field of psychology and be proactive in your approach!

## STUDENT EVALUATION

Final grades will consist of all of the elements outlined above. Specifically:

Reading Questions:	18%
Online Discussions:	7%
Exam 1:	15%
Exam 2:	15%
Exam 3:	15%
Paper Assignment / <i>PowerPoint</i> Presentation:	20%
Class Participation:	10%
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Total	100%

Grades will be calculated based on the following percentage cutoff points:

	A = 93 - 100%	A- = 90 - 92%
B+ = 87 - 89%	B = 83 - 86%	B- = 80 - 82%
C+ = 77 - 79%	C = 73 - 76%	C- = 70 - 72%
D+ = 67 - 69%	D = 63 - 66%	D- = 60 - 62%
	F = 0 - 59%	

## CHEATING

Students caught cheating on examinations, online discussions, or the paper assignment (i.e., plagiarism) will be subject to the penalties outlined by the University. Penalties include the assignment of a failing grade on the specific assignment and/or final course grade. Academic dismissal is also possible. Please be aware that plagiarism in writing is a serious problem -- be careful! Make sure that you give credit where credit is due. The paper guidelines will specify additional details regarding plagiarism. Note that all assignments (including exams, discussions, writing assignments, etc.) are to be done individually -- group work is not allowed!

Please keep in mind that "cheating" takes on many different meanings including the explicit copying of another person's work on exams and assignments as well as plagiarism (see <https://catalog.unh.edu/srrr/student-policies-regulations/academic-integrity/> and <https://cola.unh.edu/academics/plagiarism-tutorial> for further details).

Likewise, the use of Automated Writing Tools, including *chatGPT* and similar artificial intelligence (AI) tools, is strictly prohibited in this course, even when properly attributed. The use of automated writing tools is considered plagiarism and will be handled in accordance with existing policy.

## TEMPORARY ACADEMIC SUPPORTS FOR EXTENDED ABSENCES WITH LETTER

If you are dealing with an unexpected, extenuating circumstance that will keep you out of class or affect your performance for more than a day or two, reach out to Lisa Enright, Assistant Dean of Student Success, at [lisa.enright@unh.edu](mailto:lisa.enright@unh.edu) to request a letter be sent to all your faculty.

If you are required to miss significant class time, you will be provided temporary academic supports so that you can continue to make satisfactory progress in this course. Please contact your course instructor to discuss the specific types of supports that will be implemented during your absence. Possible options you may be provided in this class include:

- Class notes from a peer
- Virtual office hours
- Handouts or other materials that are distributed

## ACCOMMODATIONS FOR DISABILITIES

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her/their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) located on the Manchester campus Rm. 417.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations.

For more information refer to [www.unh.edu/sas](http://www.unh.edu/sas) or contact SAS at 603.862.2607, 711 (Relay NH) or [sas.office@unh.edu](mailto:sas.office@unh.edu).

## EARLY ALERTS REPORT

The University is invested in your academic success. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert. Academic alerts are not punitive. The goal is to provide you with support and resources to support your success. They act as an important check-in point and, if you receive an academic alert, you will receive an email to your UNH email address. It is strongly recommended that you meet with a professional advisor and connect with your instructor to discuss the reason for the alert.

## A FEW FINAL WORDS...

If you have taken other classes with me in the past you know that I expect a great deal from my students. You should take your work very seriously and make a strong attempt at keeping up with the video lectures, reading assignments, paper assignments, etc. Also, you should be aware that I keep all student examinations on file; hence, you will not be able to keep hardcopies of your online examinations. If you would like to discuss your examination performance in more detail, you are welcome (and encouraged!) to contact me for clarification.

Please note that all of the information outlined in this syllabus is subject to slight modification throughout the course. If any substantive changes in the syllabus are warranted, I will let you know well ahead of time. Let's work on having both an educational and enjoyable summer of "Pioneers of Psychology"!

## TENTATIVE COURSE CALENDAR

### Dates / Topics

### Reading

#### **UNIT 1: Monday, May 19 - Friday, May 30**

Introduction / Nature of Science & Psychology;	J: pp. xi, xiii, xxv, Chs. 1, 2, 4
Roots of Psychology	J: Chs. 7, 9, 11
	J: Chs. 15, 17, Epilogue

\*\*\*\*\* EXAM #1 (to be completed by Friday, May 30, 11:55pm) \*\*\*\*\*

#### **UNIT 2: Saturday, May 31 - Monday, June 9**

Historical Roots of Psychoanalysis;	F: pp. xi – xlvii (skim chronology xxxi-xlvii), 3 - 116
Role of Sigmund Freud	F: pp. 129 - 142, 239 - 293, 309 - 350, 356 - 387
	F: pp. 481 - 513, 562 - 584, 628 - 678, 796 - 797

**Rough Draft of Paper Due: June 6**

\*\*\*\*\* EXAM #2 (to be completed by Monday, June 9, 11:55pm) \*\*\*\*\*

#### **UNIT 3: Tuesday, June 10 -- Friday, June 20**

Psychology's Broadening Base;	M: pp. xi,xv, Chs. 1, 2, 3, 4, 5, 6, 7, 8
Social Phenomena and the	M: Chs. 9, 10, 11, 12, 13
Broad Range of Milgram's Work	M: Chs. 14, 15, Appendixes I - II

**Paper Due & PowerPoint Due: June 13**

\*\*\*\*\* EXAM #3 (to be completed by Friday, June 20, 11:55pm) \*\*\*\*\*