Faculty information

Faculty name: Lou Agosta, Ph.D.
Campus: Chicago
Contact information:
  Office phone number: 773-203-0269
  E-mail: LAgosta@Argosy.edu (Preferred contact)
Office Hours: Monday 4:45 PM – 5:45 PM: (except Memorial Day) meet in the class room we use for the class as it is unoccupied until a permanent office is assigned; And by Appointment.

Short Faculty Bio: Lou received his PhD. in philosophy from the University of Chicago, writing a dissertation on Empathy and Interpretation. He has taught at Roosevelt, Loyola, and DePaul Universities (Chicago). His latest book, Empathy in the Context of Philosophy, was published by Palgrave/Macmillan. He is also a psychotherapist in private practice in the Chicago area where his commitment is to provide a gracious and generous listening (i.e., empathy). See www.ListeningWithEmpathy.com for latest professional activities.

Course Catalogue Description:
This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions.

Course Pre-requisites: None

Required Texts:

Technology: Pentium III CPU/ Windows 98; 128MB RAM printer; Microsoft Office: Acrobat (full version); Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC), or Netscape Navigator 4.08;
Norton Antivirus.

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Course Objectives:**

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<tr>
<th>Course Objective</th>
<th>Program Goal</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>Illustrate how critical psychological distinctions show up in the major theories of psychology</td>
<td>Goal 3- Science&lt;br&gt;Goal 4-Scholarship&lt;br&gt;Goal 1-Assessment</td>
<td>Essays (writing)&lt;br&gt;Individual Presentation&lt;br&gt;Multimedia [e.g., UTube videos: Ekman, Metzinger]</td>
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<td>Outline core psychological assumptions in different theories</td>
<td>Goal 3- Science&lt;br&gt;Goal 4- Scholarship</td>
<td>Essays (writing)&lt;br&gt;Individual Presentation&lt;br&gt;Class Quizzes</td>
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<tr>
<td>Demonstrate how knowledge of psychological distinctions are required for relevant best practices in the field</td>
<td>Goal 3- Science</td>
<td>Individual Presentation&lt;br&gt;Class Discussion&lt;br&gt;Quizzes</td>
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<td>Develop advanced critical thinking skills</td>
<td>Goal 4-Scholarship</td>
<td>Essays (writing)</td>
</tr>
<tr>
<td>Integrate effective critical thinking in written and oral assignments</td>
<td>Goal 4- Scholarship&lt;br&gt;Goal 1-Assessment</td>
<td>Essays (writing)&lt;br&gt;Short paper&lt;br&gt;Multimedia [e.g., UTube video on Ekman, Metzinger]</td>
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<td>Illustrate socio-cultural and historical context of psychological theory</td>
<td>Goal 2- Diversity&lt;br&gt;Goal 4-Scholarship</td>
<td>Individual Presentation&lt;br&gt;Short Paper&lt;br&gt;Class Discussion</td>
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<tr>
<td>Recognize assumptions and bias in theory based on psychological distinctions</td>
<td>Goal 1-Assessment&lt;br&gt;Goal 2-Diversity</td>
<td>Essays (writing)&lt;br&gt;Individual Presentation&lt;br&gt;Class Discussion</td>
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<td>Integrate personal experience with theory, allowing students to transform their existing assumptions based on conscious choice of psychological core ideas</td>
<td>Goal 4- Scholarship&lt;br&gt;Goal 2- Diversity&lt;br&gt;Goal 3 Science&lt;br&gt;Goal 1-Assessment</td>
<td>Essays (writing)&lt;br&gt;Individual Presentation&lt;br&gt;Organizational Statement&lt;br&gt;Extra credit</td>
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**Instructional Contact Hours/Credit**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, groupwork, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eClassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project,
participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Purpose**
Just like it says above and in addition … This semester we will explore eleven different systems of psychology from a theoretical, historical, personal, and cultural perspective including shamanism (and ceremonial healing – don’t laugh, it works (sometimes)), speculative precursors from a time when psychology was a part of philosophy, the empirical study of the mind by physicalists (e.g., Wundt), the study of consciousness through naïve introspection (James), psychodynamic therapy (e.g., Freud and psychoanalysis), the self and personality theory, developmental approaches (e.g., Erikson, Piaget), Gestalt psychology and modern approaches to perception, cognitive science (including psycholinguistics), behaviorism, and the approaches to the emotions and affect. The good news is the material is wide ranging and there is sure to be something that you find intensely stimulating and engaging. The less good news is that we will not get to spend as much time on it as you might like. We will look at “hard science” and some “weird science” as well as several intermediate bodies of learning. By the end of the semester, you will have attained a general psychological literacy consistent with a well informed professional. More importantly, you will have taken your inquiry, questioning, and critical thinking skills to the next higher levels in relation to key psychological distinctions, systems, and processes. By the end of the semester you will be better able to think for yourself, though perhaps less sure of the distinction between “hard” and “weird” science and, in general, that will continue the process of transforming and expanding the power of your thinking, your speaking, and your way of being empathic professionals.

**Institutional Learning Goal Addressed**
- **Scholarship**: Essays incorporating readings; quizzes
- **Science**: Essays integrating the development of psychology as a science
- **Diversity**: various theories introduced; cultural/folk psychology; culturally aware and culturally diverse research/theory
- **Professional Practice**: applying theory to practice; integrate personal experiences and examples through (oral) presentation to class and Essays

**Program Competency Addressed**
- **Assessment**: history and systems of cognition, affect, and action; emotional/social intelligence
- **Consultation & Education**: psychoeducative aspects of intelligence, affectivity, behavior, and action – develop the ability to know what one knows and what one does not know and to distinguish these from the realm of what does not know what one does not know
- **Individual & Cultural Differences**: cultural meaning systems; culturally aware theory/research
• Intervention: integrate one’s own experiences and transform one’s assumptions in the context of self-presentation in small group (class) and, where practical, identify and transform one’s blind spots (“I don’t know what I don’t know”)

Assignments:

1. **Statement of Personal Organization (5% of total grade)**. For the second week of class, please give some thought to how you plan on organizing your time and effort to succeed in this class and write a brief personal statement of organization. Tell me in one paragraph (concise and to the point) what is your plan to approach the work in this class and what you plan on doing to succeed in this course. I understand this might seem over-kill, but please bear with me. Give the matter thought and communicate as required. In class, I will communicate a couple of examples and additional thoughts about this in our first class meeting.

2. **Quizzes (10% of total grade)**. There will be several short quizzes on the reading on the day on which the reading is due to be discussed in class. Those who actually do the reading and show up for class will get one point for each question answered accurately. I have had students tell me that they appreciate getting credit for effort expended on an on-going basis. These will be short identifications questions based on the reading. For example, there may be a quote in Ellenberger from Janet. The quiz will cite the quotation and ask you who said it. The idea is that those who do the reading and do it on time so that we can have a good class discussion will be rewarded. This also promotes class attendance since if a student misses the one point quiz, then the student misses 1% of the semester grade.

3. **Individual in Class Presentation on historical empathy (10% of total grade)**
   This is to be a 5 to 10 minute presentation upon a movie that you watch, review, analyze, and report on. On the first day of class we will assign dates to deliver the presentation. On a one page hand out, a single power point slide containing the three to five key points of the reading material (in 18 point type), providing your fellow students with the key idea(s) of the article(s). The idea is to make a contribution to the community of research and scholars, preparing material in the history of psychology. Be prepared to address questions in a professional manner.

5. **Take home essay questions for each reading assignment (65% of total grade)**
   Each student will complete three to four short questions each week, prior to the week being discussed (excluding the first week of course which can be done after the meeting), taking a position on the questions or concerns being discussed in the reading. The questions are to prepare the student for the upcoming classes’ discussion. These questions will provide an incentive to do the reading prior to the class in order to have an engaging and lively conversation about the reading.

6. **Short essay on historical empathy (10% of total grade)**. Based on a list of films (movies) supplied by the professor, use empathy to feel and think your way into one or two of the main characters in the movie. Using the material from the different history and systems of psychology, undertake an inquiry into the film. Report on your results.
Class Participation
Experience shows that students who come to class and participate learn more and receive higher grades than those who do not. It sometimes happens that a student is on the border between a B+ and an A- (or some other border), and those students who have diligently come to class and participated find that they get the superior grade. That is just the way it works. The ISPP (Argosy) has rules – lots of rules - about on-time, regular class attendance, and your professor knows the rules and is required to enforce the rules. The recommendation? If there is any exception to your ability to be in class, on-time, and ready to work, please communicate it to the professor (via phone or email) as soon as you know about it. Make arrangements with a peer to get any assignments, notes, or work you might have missed. Be responsible and be professional. When in doubt, communicate early and often. I tend to be complimented for being accessible – come and visit as appropriate. This professor understands that scheduling can be challenging. He appreciates on-time, regular attendance and participation. When exceptions occur (and they do occur), he also appreciates prompt communication, when possible, in advance. Thanks.

### Week 1: 05/06
**Professor and student intros.**
Recommendations for a great semester. Science as a profession and healing (contra suffering) as a profession: A Marriage Made in Heaven? Or the other place? How does the Shaman differ from a psychotherapist?

**Readings**
Assignment for next session:
- *Story Time Read: Story Time: Read: “The Youth Who Went Forth to Learn Fear” [available on PDF Handouts]*
  [free web: [http://www.pitt.edu/~dash/grimm004.html](http://www.pitt.edu/~dash/grimm004.html)]

**Assignments**
Assign #0: Organization Statement Distributed
Weekly assignments distributed.

### Week 2: 05/08
**Today discussion:**
What is vicarious experience? What is sustained

**Readings**
Assignment for next session:
- Allan Young. (2002). A self Traumatized Perpetrator as Transient Mental Illness, Evolutionary Psychiatry

**Assignments**
Assignment 0 and Assignment 1 due
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>7:</td>
<td>Assignment for next week:</td>
<td>Happy</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading</td>
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<tr>
<td></td>
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<td>Freud’s precursors: Julius von Mayer, Johannes Herbart, G. Fechner</td>
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<td>More Freudian precursors: Moritz Benedikt, Theodor Meynert, Richard von Krafft-Ebing, Joseph Breuer</td>
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<td>Linguistic Psychology: de Saussure, Jacobsen, Chomsky, Vygotsky, Bruner</td>
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<td>Linguistic Psychology: de Saussure, Jacobsen, Chomsky, Vygotsky, Bruner</td>
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<td>Alfred Adler’s Individual psychology</td>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>14: 06/19</td>
<td>Classic Freud and the taboo of virginity?</td>
<td>Continue and conclude previous discussion. Round up and final considerations and completion</td>
</tr>
<tr>
<td>15: 06/24</td>
<td>Catch up – wrap up</td>
<td>Continue and conclude previous discussion. Round up and final considerations and completion</td>
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**Grading Criteria:**
Students are expected to attend class except in the case of emergencies. This class will move quickly and missing class will not only put you at a disadvantage but will represent potential gaps in your ability to achieve the objectives of the course. Two absences that are not due to extraordinary circumstances will result in failure or permission to withdraw form the course. All assignments are to be handed in by the designated deadlines. Ten percent of the assignment’s grade will be deducted for each day or portion thereof a class assignment is late.

All written work is to be double-spaced, in 12 point font, with one inch margins, following APA format. Please edit and proofread your work before submitting it; quality of written expression will contribute to your grade on the paper. Direct quotations and paraphrases MUST be accompanied by a citation indicating the page number on which the quotation appears in the original text.

**Assignment Schedule:** (Come to class next session having read and prepared to discuss)

**Grading Criteria:**
Your performance in this course will be based upon the assignments described above and class participation. Final grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grading requirements</th>
<th>Grading scale</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 93</td>
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<tr>
<td>A-</td>
<td>92 – 90</td>
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<tr>
<td>Organization Statement:</td>
<td>5%</td>
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<td>------------------------</td>
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<tr>
<td>Short Paper:</td>
<td>10%</td>
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<td>Quizes</td>
<td>10%</td>
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<td>In-Class Presentation:</td>
<td>10%</td>
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<tr>
<td>Take Home Essays:</td>
<td>65%</td>
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<td>100%</td>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<td>B+</td>
<td>89 – 88</td>
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<td>B</td>
<td>87 – 83</td>
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<tr>
<td>B-</td>
<td>82 – 80</td>
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<tr>
<td>C+</td>
<td>79 – 78</td>
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<tr>
<td>C</td>
<td>77 – 73</td>
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<tr>
<td>C-</td>
<td>72 – 70</td>
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<td>F</td>
<td>69 and below</td>
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**Recommended Text:**

**Additional Recommended Readings:**
These texts may be potential sources for your essays or may be resources if you find that you would like to do additional reading in a particular area addressed in the class. These Readings are on Reserve or eReserve for classroom presentations – in approximate alphabetical order [not every one will be engaged in this class – this is a “super set” of the readings – please see the class-by-class syllabus outline for details]


[http://home.uchicago.edu/decety/publications/Decety_SWJ06.pdf](http://home.uchicago.edu/decety/publications/Decety_SWJ06.pdf)


Free download as either PDF or plain text  


[To access PEP, students will have to go the library website at: [http://www.auchicagolib.org/](http://www.auchicagolib.org/) and then click on “Find Articles.” Once there, scroll down to PEP: [http://www.auchicagolib.org/pep/index.html](http://www.auchicagolib.org/pep/index.html)  
The logins are as follows:  
*cls98*  
*arg25800*  
There is no direct way to access PEP. It has to be through the link on the library page.]


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Library Resources

Argosy University’s core online collection features more than 21,000 full-text journals, 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. All electronic resources can be accessed through the library’s website at [www.auchicagolib.org](http://www.auchicagolib.org). User IDs and passwords are distributed during orientation, but can also be obtained at the circulation desk, calling 312-777-7653, or by e-mail at auchilibrary@argosy.edu.

Psychoanalytic electronic publishing. To access PEP, students will have to go the library website at: [http://www.auchicagolib.org/](http://www.auchicagolib.org/) and then click on “Find Articles.” Once there, scroll down to PEP: [http://www.auchicagolib.org/pep/index.html](http://www.auchicagolib.org/pep/index.html) The logins are as follows: login = cls98 Password = arg25800

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Library Online Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach fundamental and transferable research skills, including selecting sources appropriate for academic-level research, searching periodical indexes and search engines, and evaluating and citing information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at [http://library.argosy.edu/infolit/](http://library.argosy.edu/infolit/)

Academic Policies

**Academic Dishonesty/Plagiarism:** In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition* (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.
Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.