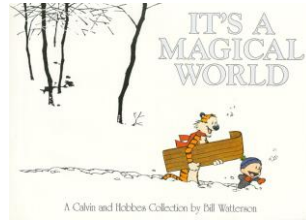


Psychology 403
Development of Modern Psychology

(August 2018)



That's the problem with science. You've got a bunch of empiricists trying to describe things of unimaginable wonder. – Calvin (Bill Watterson)

DESCRIPTION OF COURSE FROM DEPARTMENTAL WEB PAGE:

Development of Modern Psychology. Three semester hours. An introduction to the major schools and systems of psychology as they evolved and as they exist today.

Note: For purposes of this course, we will assume that systems of psychology began in the Hellenic period of Greece, well before the death of Aristotle. This course is about the development of psychology in Western tradition, and we will only occasionally look in on Eastern traditions. Though contemporary psychology in Asia is greatly influenced by the history we will discuss, additional elements remain in many quarters that derive from Eastern traditions, something you may wish to look into in the future.

WEB ENHANCEMENT:

We will manage this course in part using online “web enhancement.” This fact has a number of implications for your conduct and success:

1. As soon as available (I will tell you when it is, and how to get there) you should go to the online web site for this course, and familiarize yourself with what is there (which will be added to as the semester progresses).
2. You will turn in most (if not all) written assignments electronically Use this formula to name the files you turn in this way:
YOURLASTNAME.YOURFIRSTNAME.AssignmentName.Date. If I were going to turn in a “dinner party” assignment on May 4, 2020, the file name would be BALL.STEVE.DinnerParty.5.4.2020. IF YOU FAIL TO NAME YOUR FILES USING THIS MODEL, I WILL IGNORE THEM.
3. You will receive written feedback for most (if not all) of your written assignments electronically.
4. You will NOT take exams online. You WILL need a green Scan-Tron form and a #2 pencil to take each of our exams, which we will do in class.
5. You will retrieve documents to read from me electronically.
6. You will need to check the Announcements section on the course home page daily.
7. You will need to check your university e-mail (_____@leo.tamu.edu) daily.

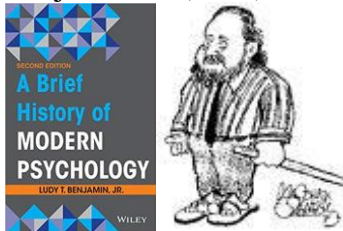
8. You are responsible for reading and complying with the terms of this syllabus.

TEXTBOOKS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. [Optional (sort of) – to guide, but not fully dictate, the production of your term paper]



Benjamin, L. (2014). *A brief history of modern psychology*. (2nd ed.). New York, NY: Wiley.



The campus bookstore and East Texas Bookstore (same management) are selling this book new for \$121.45 and used for \$97.20. Prime members of Amazon can buy this book new for \$44.39, shipping paid. You can rent from the bookstores for \$81.80 (new) or \$57.55 (used). Amazon’s rental price is \$20.90.

I have chosen this book because I trust Benjamin’s authorship, and because I want to keep your prices down as much as possible. It may surprise you to learn that the early and medieval Christian church’s philosophy greatly influenced the basic constructs of the emerging empirical psychologies of later times. We will make reference to that influence in this course, and you may want to borrow or steal a Christian Bible. Please note that I am not going to proselytize for or against any religion in this course. I simply want to introduce you to a “natural history of the soul” (you may want to add the word “construct” to that phrase – it’s up to you). I may also provide you with other materials as we go along.

OUR CONTRACTUAL AGREEMENT:

Through the university I am offering this course to you (and a grade in it) in exchange for your doing the work specified in this syllabus, and otherwise complying with university regulations and requirements. If you choose to continue your enrollment in the course (whether you attend or not), I will assume that this agreement is consummated. You and I will thus be responsible for the content of this syllabus and complying with its specifics. Each of us is further acknowledging that we will abide by

and accept the outcomes generated in this course through the appropriate application of the guidelines of its syllabus.

GENERAL OBJECTIVES OF THE COURSE:

Students successfully completing the course should be able to articulate the principal conceptual developments in dated, (mostly) western history that have led to the dominant strands in contemporary psychology, identifying the major players and their relationships, the interaction of conceptual schemes, the role of philosophies and “metasystems,” and the major conceptual structures upon which psychological systems are built. If, as I have suggested in the past, the purpose of a liberal education is to improve your ability to function at adult parties, you will soon enough be able to go to some of the driest ones you can imagine and make an impression. Whether you choose to do so is up to you.

BROAD OUTLINE OF TOPICAL CONTENT:

- I. Systems, knowledge, science
 - A. What is a theory?
 - B. Systems as sets of sentences with semantics and syntax
 - C. Special constraints on empirical (scientific) systems and their obligations
- II. Classical psychology
 - A. The beginnings of Western philosophy: What is the most basic stuff?
 - B. Naturalism vs mysticism
 - C. Sophistry and rhetoric
 - D. Hellenic humanism
 1. Socrates & Plato
 2. Aristotle
- III. The rise of transcendentalism
 - A. A loss of nerve
 - B. Reification of Aristotle’s soul
 - C. Escapist schemes
 - D. Neo-Platonism
 - E. Judaism and Christianity
- IV. Medieval psychology
 - A. Rise of the middle class
 - B. Islamic neo-Aristotelianism
 - C. Thomas
 - D. Nominalism and pre-science
- V. The Renaissance and the secular soul
 - A. The Renaissance as a shift in the cultural ground of human understanding
 - B. Renaissance science
 - C. Science and Rome
 - D. Cartesian thinking
 - E. Leibniz and parallelism

- F. Aspectualism
- VI. The Enlightenment and surrounds
 - A. New metaphors, new hopes (the Empire strikes back)
 - B. Hobbes and Locke, bridges from the Scholastics to the future
 - C. The Berkeley-Hume revolution – and conceptual wormholes, despair
 - D. Kant as philosophical reactionary
 - E. French materialism
- VII. The 19th century
 - A. Positivism
 - B. German materialism
 - C. The four pillars of soul naturalization
 - 1. Psychobiology
 - 2. Quantification of the mental
 - 3. Experimentation on the mind
 - 4. Evolution
 - D. The academic tradition
 - 1. Weber, Fechner
 - 2. Wundt and Titchener: Content psychology and structuralism
 - 3. William James and other Americans
 - 4. Ebbinghaus
 - 5. Stumpf, Brentano, Külpe et al.: Thoughts as acts and thoughts without content (phenomenology)
 - 6. Etc.
 - E. The clinical tradition: Psychiatry and Freud
 - F. The beginnings of phenomenology
- VIII. The 20th and early 21st centuries
 - A. Content psychology and structuralism
 - B. Pragmatism and functionalism
 - C. Positivism, operationism, and the emergence of behaviorism
 - D. Thickly theoretical behaviorism: Weiss, Guthrie, Hull, Spence, Tolman
 - E. Thinly theoretical behaviorism: Skinner, Keller, Estes
 - F. Clinical psychology
 - G. Psychodynamic psychology
 - H. Developmental psychology
 - I. Cognitive psychology
 - J. Professional and applied psychology
 - 1. Clinical psychology
 - 2. Educational and school psychology
 - 3. Measurement and testing
 - 4. Industrial and organizational psychology; human factors

COURSE ASSIGNMENTS AND REQUIREMENTS:

In order to assign you a grade in this course I will give you three cumulative examinations, multiple choice format and based on printed study objectives. You must also prepare a term project, which is a script for a hypothetical dinner party involving three mind theorists. You must also prepare an annotated bibliography in anticipation of writing the script, in which you show me that you have actually found sources that will let you complete the script with a decent grade. The value of these exercises will be as follows:

Graded Course Component	Due Date	Point Value
a. First Cumulative Examination	End of Week 7	100
b. Second Cumulative Examination	End of Week 13	100
b. Final Cumulative Examination	Week 15	100
c. Annotated Bibliography Preliminary to Dinner Party Assignment	Wednesday of Week 10	100
d. Final Project: Script for the Mind Theorists Dinner Party Play You Are Assigned	Wednesday of Week 15	100
Total Class Points		500

I will base the grade I give you on the chart below and an assumed maximum number of points of 500.

In order to earn a/an	You must earn
A	460 points
B	400 points
C	350 points
D	300 points

I will give no makeup examinations. If you miss only one exam with an excused absence (my call, not yours), I will award you a grade on that test which is 90% of the score you make on the final. You will need to drop if you miss two exams in order to avoid a failing grade. Missing the final for a legitimate reason will net you an incomplete for the course (if you have a passing grade in the course). The incomplete must be removed within a year (lest the university convert it automatically to a grade of "F"). You, or someone with your power of attorney, must negotiate the terms of a contract for removing such an incomplete *before* final grades are due for the semester (typically the Monday after finals week). Since you could miss the final due to a serious accident or illness, one which

may incapacitate you, you may wish to arrange for a limited power of attorney now.

SCORING RUBRICS FOR GRADED COURSE COMPONENTS:

Annotated Bibliography (100 points). Here is the “rubric” by which I will assign you a score of 0 to 100 points on the assigned annotated bibliography:

Question	No, or Almost Not at All	Partially	Almost Completely
Does the bibliographic content of the list comply entirely with APA format for a reference list?	0	5	15
Is the list at least 80% made up of non-Internet references, and does it include no Wikipedia sources?	0	0	15
Do your choices represent a <i>qualitatively</i> adequate sample of your three diners’ ideas about mind or soul, and their probable views about the thinking of the other diners in their party? That is, do your references give you a chance to understand the diners’ thinking adequately across several issues?	0	15	15
Do your choices represent a <i>quantitatively</i> adequate sample of your three diners’ ideas about mind or soul, and their probable views about the thinking of the other diners in their party? That is, do you have enough references to carry out the assignment?	0	5	10
Do the annotations conform to the model provided by the instructor (i.e., does each one begin on the line after the end of its reference entry, represent a single paragraph, and end fully on the line before the line on which the next reference entry begins)?	0	5	10
Do the annotations represent an adequate, relevant, and detailed summary of what the reference appears to be about?	0	20	25
Does a spot check confirm that the references are accurate (correctly cited, real, and complete)?	0	5	10

Maximum points under the rubric = 100. Your grade will be total number of points you earn. You must upload your Annotated Bibliography by 11:59 pm on the day assigned, or you will get 0 points on it.

Dinner Party Script (100 points). Here is the “rubric” by which I will assign you a score of 0 to 100 points on the assigned script:

Question	No, or Almost Not at All	Partially	Almost Completely
Have you attached a list of cited references (that is, the references you actually use to write your script) that complies entirely with APA format for a reference list?	0	5	10
Have you cited your sources in text completely according to APA format, including page numbers?		5	10
Have you adequately represented the thoughts of Diner A, both in regard to Diner A’s views on mind or soul, and Diner A’s actual or probable understanding and critique of the views of Diner B and Diner C?	0	7	10

Have you adequately represented the thoughts of Diner B, both in regard to Diner B's views on mind or soul, and Diner B's actual or probable understanding and critique of the views of Diner A and Diner C?	0	7	10
Have you adequately represented the thoughts of Diner C, both in regard to Diner C's views on mind or soul, and Diner C's actual or probable understanding and critique of the views of Diner A and Diner B?	0	7	10
Is there a certain amount of relevant small talk, which from the three theorists, is something they are apt to have said (in English translation as needed)?	0	3	10
Is the menu well developed and commented upon, and does it include wines appropriate to the menu? If you personally do not drink, you must assume that at least some of the guests do, and deal with the wine issue accordingly.	0	5	10
Is there at least one other diner who is not famous (possibly yourself), and are there at least two servants, all of whom have <i>potentially significant lines</i> in the play?	0	3	10
Does the dialogue seem real in the sense that it sounds like things that <i>these</i> real people (who may also be real smart people) might say in this context?	0	7	10
Is there mature humor in the script, suggesting that you <i>know how the three diners think</i> , how they might interact, and how their conversation might include intentional or unintentional irony related to their ideas about mind or soul? (Note that "mature humor" does not refer to the same thing as raunchy humor or the kinds of things you may have seen in video games rated for "mature" players. If you can make it work, and wish to do so, you can add these elements, but you do not have to.)	0	8	10

Maximum points under the rubric = 100. Your grade will be total number of points you earn. You must upload your Script by 11:59 pm on the day assigned, or you will get 0 points on it.

Here is the frame defining what you are to write for your script: Write a transcript of a dinner party involving the three mind or soul theorists listed in a table I will distribute (See the incomplete version below). Using excerpts and paraphrases from their works (and citing precisely, i.e., with page numbers), write out the dialogue (using stage/blocking directions placed in italics as necessary to clarify the action you are depicting, as well as appropriate citations in APA format). If you do not know what the script of a play looks like, or how to craft one, you will need to find out on your own. You must have other people at your party, including perhaps yourself, if you like, and of course servants. And you should make up additional dialogue that makes it sound like a dinner party, and in the mouths of the three theorists sounds like something they might have said at such an occasion. Be creative, have fun, and show that you understand the major thrust of each of three authors' systems/metasystems. Beyond this, you should also comply fully with the requirements of the rubric for this assignment (see above). The rubric trumps anything in this paragraph, or anything I say aloud in class or elsewhere.

The following table specifies assignments of students to specific party guests. The instructor will designate students for the party groups in an entirely arbitrary fashion:

Dinner Party (Playwright #)	Theorist A	Theorist B	Theorist C	Student Playwright (to be assigned)
1	Socrates	B.F. Skinner	Sigmund Freud	
2	Plato	Titchener	Carl Jung	
3	Aristotle	William James	D.B. Winnicott	
4	Marcus Aurelius	John Dewey	Melanie Klein	
5	Lucretius	Franz Brentano	Erik Erikson	
6	Hippocrates	John B. Watson	J.P. Sartre	
7	Galen	Noam Chomsky	Anna Freud	
8	Averroes	D.O. Hebb	Frieda Fromm- Reichmann	
9	Roger Bacon	Arthur Jensen	Karen Horney	
10	Thomas Aquinas	Clark Hull	Erich Fromm	
11	John Duns Scotus	Roger Sperry	Carl Rogers	
12	William of Ockham	Konrad Lorenz	Ludwig Binswanger	
13	Machiavelli	Steven Pinker	Joseph Wolpe	
14	Descartes	Thomas Kuhn	R. D. Laing	
15	Spinoza	William James	Alfred Adler	
16	Leibniz	Gregory Bateson	Otto Rank	
17	Newton	W. Köhler	Viktor Frankl	
18	Hobbes	Kurt Lewin	Margaret Mahler	
19	Locke	Harry Harlow	Rollo May	
20	Berkeley	Karl Lashley	Otto Kernberg	
21	Hume	Alexander Luria	Sigmund Freud	
22	LaMettrie	Stanley Schachter	Carl Jung	
23	Cabanis	Sandra Bem	D.B. Winnicott	
24	Goethe	Kenneth B. Clark	Melanie Klein	
25	Bell & Magendie	Eleanor Maccoby	Erik Erikson	
26	Ernst Weber	Frederic Bartlett	J.P. Sartre	
27	Paul (Saul of Tarsus)	Lev Vygotsky	Anna Freud	
28	John (gospel writer)	Jean Piaget	Frieda Fromm- Reichmann	
29	Pascal	Lawrence Kohlberg	Karen Horney	
30	Augustine of Hippo	Jerome Bruner	Erich Fromm	
31	Plotinus	Ludwig Wittgentein	Carl Rogers	
32	Kant	Gilbert Ryle	Ludwig Binswanger	
33	Comte	Alan Turing	Joseph Wolpe	
34	Descartes	Gregor Mendel	R. D. Laing	
35	Locke	Niko Tinbergen	Alfred Adler	
36	Berkeley	James Esdaile	Otto Rank	
37	Hume	Hans Eysenck	Heinz Hartmann	
38	Plato	Raymond B. Cattell	Margaret Mahler	
39	Socrates	James McKeen Cattell	Viktor Frankl	
40	Aristotle	Fechner	Otto Kernberg	
41	Tracy Henley	William James	J.P. Sartre	
42	Jennefer Schroeder	Alfred Adler	Harry Stack Sullivan	
43	Curt Carlson	Julian Jaynes	Abraham Maslow	
44	Lacy Krueger	Jean Baker Miller	Anna Freud	
45	Benton Pierce	Simone deBeauvoir	Plato	
46	Shulan Lu	Arthur B. Sweney	Ludwig Wittgentein	

47	Stephen Reysen	Raymond B. Cattell	Freud in 1890	
48	Henry Cross	Charles Burdsal	Paul (Saul of Tarsus)	
49	Rudolf Deirkurz	John Gluck	Goethe	
50	Karen Horney	Carol Gilligan	Sigmund Freud	

ATTENDANCE:

All other things being equal, you will perform better in this course if you come to class regularly. We are all adults and I understand that you may have many priorities, planned and unplanned, which exceed those of this course. Go, therefore, when you must, but note: Things happen in college classrooms which are crucial to becoming educated and for which it is difficult (perhaps impossible) to test. Sometimes these things are serendipitous and represent the most significant of our learnings; and of course in some class periods they may not happen at all. They usually are unpredictable and rely on spontaneous exchanges involving students and the professor. They may occur before the instructor arrives, or at a break. They are worth the wait and the intervening tedium. When you are absent – even if someone takes notes for you – you will miss them. To ensure that this vital part of your education is there for you, I will enforce the university's absence policy in the following way:

If you have excessive absences (either excused or unexcused), it will be hard for you to avoid getting a grade of "F" in this class. I will check the roll, and I will *perhaps* let you know if I believe your absences are excessive. Still, it is ultimately your call, and if you get an "F" it will be based on your grades. You may avoid this fate (i.e., getting an "F") by officially dropping the course. For purposes of this policy, an absence occurs if you miss 5 or more minutes of a single class period, from the scheduled beginning (or my arrival, whichever is later) to the scheduled end of the period (or my dismissing you, whichever comes earlier). Absences become excessive as a direct function of how much actual class you are missing, and if you are flagrantly absent on most occasions, I *may* drop you officially from the roster. As noted elsewhere, some work in this course (but not all – exams, for example) may be made up if you miss it due to an excused absence. University policy permits the instructor of a class to define valid excuses for an absence. I include, in general, the following things as valid reasons for missing a class:

- (1) participation in an authorized and documented university activity;
- (2) illness of the student or a first-degree relative who cannot be provided *necessary* care without the student's missing class;
- (3) documented alien abduction of the student or parts of the student (over 18 hours in duration; or over 1 hour if alien-induced pregnancy is documented);
- (4) death in a student's immediate family; and
- (5) fulfilling one's legal responsibilities (jury duty, court hearings) as a citizen.

Such excuses must be documented to my satisfaction, including support for the notion that you had no choices (e.g., alternative university activities, legal continuance, alien impregnation, etc.). As noted above, I will *perhaps* counsel you in some form as your absences accumulate to near critical levels. Notwithstanding, I do not guarantee that I will do this on a consistent basis, and ultimately self-monitoring of an adult is the responsibility of that adult alone. I am more likely to do so if I see you in person on occasion, e.g., you come to class occasionally or you come by the office (if there is one) for a chat.

CONDUCT

Admission and attendance in a college or university form an honor and a privilege. Where tuition and other expenses are subsidized, either by private or public funds, the person has received an additional trust that inherently entails conducting one's affairs as a student within the constraints of civil society. In this class I will expect you behave in a way that is respectful of others, their right to receive (and deliver) elements of a college education, and their identities as unique persons in the world. I expect us all to act toward others as we would like them to act toward us.

I will also expect you not to plagiarize, steal or otherwise procure tests or other class materials that are not supposed to be publicly available (including copyright violations), or cheat on examinations. I will give you an F for any of these actions, and I will make an appreciable effort to have you dismissed from the university (though I will rarely be successful in the latter attempt).

Here are some other dos and don'ts that will also be a part of our code of conduct in class:

1. Far beyond the particulars of this course, do respect the divine principle of the universe, which seems to be detectable in other people. As one deity is said to have put it: "Inasmuch as you have done it to the least of these [e.g., other students and the teacher, other enemies], you have done it also to me."
2. Do remember that this course is about a limited area of empirical content; don't forget that there are bigger realities. This is just a course.
3. Don't talk trash in excess. Occasional right-brain language epithets may be okay for emphasis, but learn to use your language more elegantly than that (or remain silent).
4. Do take some time off from constant work during the semester. Do remember to reflect on things beyond the course. (This is not an injunction to ditch class, but rather a reminder to place your studies in perspective.)
5. Do let those who support and have supported your educational efforts know how

much you appreciate them sometime during the term.

6. Don't attack the person of another member of the class.
7. Don't sexually (or otherwise) harass a member of the class.
8. Don't steal others' work (plagiarism is a capital crime around here! – that is, it will be the certain cause of your getting a failing grade for the course).
9. Don't distort the truth, about your data, its sources, or about your colleagues.
10. Do be satisfied with where you are in your own professional development. Others may be farther along than you, but don't waste time envying them. Do work to become who you were meant to be.

Faculty members are required to include in their course syllabi the following statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

NON-DISCRIMINATION POLICY

Faculty members teaching courses must also include in their syllabuses the following disavowal of discriminatory practices by the university (I have touched it up to name the university correctly, and to eliminate an unnecessarily ugly passive voice construction):

[Texas] A&M [University]-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, [we will maintain] an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression ~~will be maintained~~.

REQUESTS FOR SPECIAL ACCOMMODATIONS:

The university encourages/requires faculty members to include in their course syllabi the following statement:

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable

accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

CAMPUS CONCEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/ruleSProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 911.

GUY TEACHING COURSE:



Steve Ball

Associate Professor of Psychology

email (the university-required address): steve.ball@tamuc.edu

Secondary email (the one to copy me on if the email is important to you):

steve@hawkinsandball.com

Commerce Office: Binnion 101, waiting room for the Community Counseling & Psychology Clinic

Phone (In Developmental Cognition Lab – switches to fax after 7 rings, sometimes fewer): 903-886-5586 Community Counseling & Psychology Clinic: Binnion 101 (903-886-5660)

Office Hours: by appointment (specific times to be determined after classes begin)



SELECTED REFERENCES:

Books:

These are the books and other sources that, as far as something you read can do so, have defined who I am. There are, I am sure, many that I cannot remember, and quite a few that (where I am sitting now) I can't adequately document. These include Ray Kytle's *Clear Thinking for Composition*, some cereal company's *Straight Arrow's Injun-uties* (a clever pun and a racial slur all in one), *The White Buffalo*, *Cocky Cactus*, *The Cat Whose Whiskers Slipped*, poems by Eugene Fields and Robert Louis Stevenson, James Barrie's *Peter Pan*, Helen Gardner's art history text, Arnold Lazarus' *Behavior Therapy and Beyond*, Andersen's and Grimm's fairy tales, *The Iliad* and *The Odyssey*, Hibbard's *Writers of the Western World*, a book on poetry that had "The Death of the Ball Turret Gunner" in it, Neil Gaiman's *American Gods* and *Stardust*, the Bobbsey twin books, science fiction of the 50s and 60s that made nothing NASA ever did later surprise me (except when they blew up a couple of shuttles – apparently due to Powerpoint presentations), John Hersey's *Hiroshima*, a book about Viet Nam called *Dispatches* that Dr. Chuck Keenan gave me, Unca Scrooge comics from the 40s and 50s, Rick Brant science-adventure stories, an essay by George Orwell called "Politics and the English Language," Butler's *Lives of the Saints* (concise edition), some of Shakespeare's plays and sonnets (especially *Hamlet*), Sophocles' *Oedipus Rex*, Otto Rank's *The Trauma of Birth*, several editions of Joe Wolpe's book on behavior therapy, an essay by William Gass published in *Salmagundi* and called "Representation and the War for Reality," Muzaffer and Carolyn Sherif's social psychology text, Faulkner's *The Unvanquished* (complex enough Faulkner for me!), Ken Follett's *Pillars of the Earth*.

I haven't read all of each of these books, but I don't care. I got what I needed and went on.

- American Psychological Association. *American Psychologist*. [Must regular reading for the psychologist. I confess that don't regularly read *Psychological Science*.]
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th. ed.). Washington, DC: Author. [Get the second or later printing.]
- Aristotle. (1968). *De anima: Books II, III*. Translated by O. Hamlyn. Oxford: Clarendon. [Aristotle is the transmogrified spirit that runs through modern psychology like the memory of your grandfather.]
- Augustine. (1963). *The confessions of Saint Augustine*. Translated by R. Warner. New York, NY: Mentor. [A number of translations are available. This is powerful and offers a nice nonscientific perspective]
- Baird, D. (2003). *Jung*. Boston, MA: Little, Brown. [An engaging and fair biography]
- Bateson, G. (1972). *Steps to an ecology of mind*. New York, NY: Ballantine. [A definitive introduction to the thought of this seminal source in modern social science and communication theory.]
- Barrett, W. (1958/1962). *Irrational man*. Garden City, NY: Anchor Books. [The best one-volume introduction to existential philosophy I have seen.]
- Barrett, W. (1979). *The illusion of technique*. Garden City, NY: Anchor Books. [More original and more challenging than *Irrational Man*, this text offers broader insights into a small but important strand of thinking in modern philosophy.]
- Bible*. [You may select any recent scholarly Christian translation, with or without the Apocrypha. It is also fine to use a separate Hebrew Bible and a Christian Testament. I do not recommend that you use paraphrased versions such as *The Living Bible*. You may wish to select a text with notes by commentators, though you place yourself at peril of their prejudices when you do so. Greek and Hebrew texts are always valuable, but most of us have difficulty in reading them fast enough. I use this book in my history course because of an increasing suspicion that the dualistic influence of Plato and Judeo-Christianity (especially through Paul) has had a disproportionate impact on the emergence of modern psychology. At the same time, Christianity has, at its core beliefs, always saved itself from purely transcendent (metaphysical) dualism by preserving its fundamental connection to pre-Platonic Hebraic experience. Approach the text with the same attitude you would use with any other: Bracket your *a priori* beliefs, and evaluate the work for what it is.]
- Bijou, S., & Baer, D. *Child development*. Vol. 1. New York, NY: Appleton-Century-Crofts.

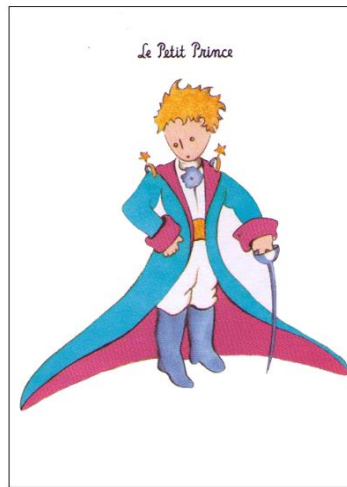
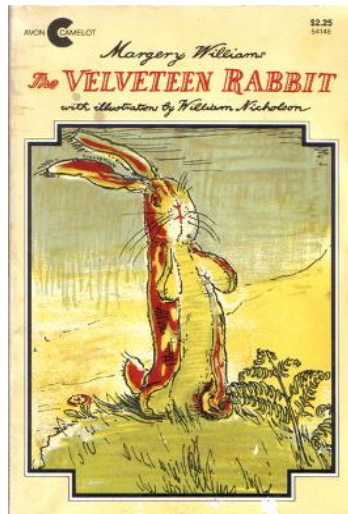
- Bolles, R. C. (1975). *Theory of motivation*. 2nd ed. New York, NY: Harper and Row. [A solid review of theory, especially coming out of learning theory, up until the time that the concept began to become invisible in scientific psychology – though it has begun to reemerge.]
- Boring, E. G. (1950.) *A history of psychology*. New York, NY: Appleton-Century-Crofts. [Still useful after all these years.]
- Carruthers, P., & Smith, P. K., (Eds.). (1996). *Theories of theories of mind*. Cambridge, UK: Cambridge University Press.
- Carver, R. (1986, 1985.) *Where water comes together with other water: Poems*. New York, NY: Vintage.
- Carver, R. (1986.) *Ultramarine: Poems*. New York, NY: Vintage.
- Carver, R. (1989.) *A new path to the waterfall: Poems*. New York, NY: Atlantic Monthly Press.
- Copleston, F. (1946-1974). *A history of philosophy*. Nine volumes. Garden City, NY: Image Books. [The best, though not very new.]
- cummings, e. e. (1968). *Complete poems: 1913-1962*. New York: NY: Harcourt Brace Jovanovich.
- de Saint-Exupéry, A. (1943/1971). *The little prince*. New York, NY: Harcourt Brace Jovanovich. [Transformational love.]
- Dennett, D. (1978). *Brainstorms: Philosophical essays on mind and psychology*. Cambridge, MA: Bradford Books/MIT Press.
- Dienes, Z. (2008). *Understanding psychology as a science: An introduction to scientific and statistical inference*. New York, NY: Palgrave Macmillan.
- Epstein, M. (1995). *Thoughts without a thinker: Psychotherapy from a Buddhist perspective*. New York, NY: Basic. [Interesting sort of post-modern piece.]
- Frankl, V. (1984). *Man's search for meaning: An introduction to logotherapy*. Rev. ed. New York, NY: Simon and Schuster (Touchstone). [A modern classic, this little volume will move and instruct you.]
- Freud, S. (1919). *Beyond the pleasure principle*. New York, NY: Norton. [There's more to *Das Es* than you might have thought.]
- Freud, S. (1914/19--). Instincts and their vicissitudes. In *Complete psychological works*. New York, NY: Norton. [Just prior to the "metapsychological" pieces.]

- Freud, S. (1954/1965). *The interpretation of dreams*. New York, NY: Avon Books. [This is James Strachey's authorized translation. For the most part, it includes all of the additions and deletions through multiple editions following the first edition of this book, which was published in 1900 (actually November 1899, but that's another story). Before long you should read all of this classic (if sometimes tedious) work of Freud's.]
- Freud, S. (1921). *The ego and the id*. New York, NY: Norton. [Articulated revision of the theory.]
- Freud, S. (1915/19--). Narcissism. In *Complete psychological works*. New York, NY: Norton. [One of the "metapsychological" pieces.]
- Freud, S. (1915/19--). On the unconscious. In *Complete psychological works*. New York, NY: Norton. [One of the "metapsychological" pieces.]
- Freud, S. (1915/19--). Repression. In *Complete psychological works*. New York, NY: Norton. [One of the "metapsychological" pieces.]
- Furth, H. G. (1969). *Piaget and Knowledge: Theoretical foundations*. Englewood Cliffs, NJ: Prentice-Hall
- Gass, W. H. (1979). *Fiction and the figures of life: Essays*. Jaffrey, NH: David R. Godine.
- Gass, W. H. (1982). Representation and the war for reality. *Salmagundi*, 55, 3-102.
- Gleick, J. (1987). *Chaos: Making a new science*. New York, NY: Penguin. [A well written history of a major shift in paradigm that has faded some lately.]
- Hillman, J. (1996). *The soul's code: In search of character and calling*. New York, NY: Random House. [Contemporary Jung for the intelligent lay reader.]
- Husserl, E. (1931/1961). *Ideas: A general introduction to pure phenomenology*. New York, NY: Collier.
- James, W. (1902/1958). *Varieties of religious experience*. New York, NY: Mentor. [Quintessential James, the secret muse of 20th (and 21st) century psychology.]
- James, W. (1890/1950). *Principles of psychology*. Vols. 1 and 2. New York, NY: Dover. [A necessary classic, and surprisingly modern, moving toward an honest monism.]
- James, W. (1907). *Pragmatism: A new name for some old ways of thinking*. Electronic version retrieved from <http://www.aibi.ph/politics/DOCS/William%20James%20-%20Pragmatism.pdf>

- Jung, C. G. (1952/1969). *Answer to Job*. In C. G. Jung, *Collected works of C. G. Jung*. Vol. 11. *Psychology and religion: East and West*. Princeton, NJ: Princeton University Press. [A penetrating and personal view of the events which prefigured the Incarnation. This is R. F. C. Hull's translation.]
- Jung, C. G. (1963). *Memories, dreams, reflections*. New York, NY: Vintage. [Edited and recorded by Aniela Jaffe, this disclosure of the "inner man" provides glimpses of what Jung really believed.]
- Jung, C. G. (1968). *Psychology and alchemy*. *Collected works of C. G. Jung*. Vol. 12. Princeton, NJ: Princeton University Press. [I dare you. This is R. F. C. Hull's translation.]
- Jung, C. G. (1966). *Two essays on analytical psychology*. Princeton, NJ: Princeton University Press. [This book clearly and fairly succinctly articulates Jung's view and his differences with Freud. This is R. F. C. Hull's translation.]
- Kantor, J. R. (1958). *Interbehavioral psychology*. Bloomington, IN: Principia Press. [Dear to me in growing up as a psychologist.]
- Kantor, J. R. (1963, 1969). *The scientific evolution of psychology*. Vol. 1 and 2. Bloomington, IN: Principia Press. [Extraordinary perspective, with excellent emphasis on Hellenic, Hellenistic, and Medieval development.]
- Koch, S. (1957-1963). *Psychology: A study of a science*. Vols. 1-6. New York, NY: McGraw-Hill. [State of the science at mid-century.]
- Kornfield, J. (2008). *The wise heart: A guide to the universal teachings of Buddhist psychology*. New York, NY: Bantam Press. [Transformative, this book sustains some of my own practice conventions and turns others on their heads.]
- Kuhn, T. S. (1970). *The structure of scientific revolutions*. (2nd ed., enlarged). Chicago, IL: University of Chicago Press. [A classic of the sociology and philosophy of science.]
- Lacan, J. (1978). *The four fundamental concepts of psychoanalysis*. New York, NY: Norton. [Almost unreadable, but worth the effort.]
- Lewis, C. S. (1952/1980). *Mere Christianity*. New York, NY: Touchstone. [Intelligently and quietly reasoned apologetics.]
- London, P. (1986). *The modes and morals of psychotherapy*. (2nd ed.) Abington, UK. Taylor & Francis. (ISBN-13: 978-0891162902) [Every therapist should read this book. Some of it is dated, but the insights cut across the decades – trust me on this.]

- Mandler, G. (1984). *Mind and body: Psychology of emotion and stress*. New York, NY: Norton.
- Masterson, J. F. (1981). *The narcissistic and borderline disorders: An integrated developmental approach*. New York, NY: Brunner/Mazel. [An excellent overview of the epidemic pathologies of our time.]
- Masterson, J. F. (1985). *The real self: A developmental, self, and object relations approach*. New York, NY: Brunner/Mazel. [A general overview of object relations theory.]
- *McCarthy, C. (1992). *Blood meridian*. New York, NY: Vintage. [Good for us boys who would be men.]
- Merton, T. (1948/1976). *The seven storey mountain*. New York, NY: Harcourt, Brace, Jovanovich. [Stirring personal story of an intellect captured by God.]
- Moore, T. (1992). *Care of the soul: A guide for cultivating depth and sacredness in everyday life*. New York, NY: HarperPerennial.
- Myers, J. (1986). *As long as you're happy: Poems by Jack Myers*. Saint Paul, MN: Graywolf Press.
- Piaget, J. (1947/1976). *The psychology of intelligence*. Totowa, NJ: Littlefield Adams.
- Pinker, S. (1993). *The language instinct: How the mind creates language*. New York, NY: William Morrow.
- Pinker, S. (1997). *How the mind works*. New York, NY: Norton.
- Polanyi, M. (1959). *The study of man*. Chicago, IL: University of Chicago Press. [A subtle and interesting approach to epistemology in the human sciences.]
- Rouse, W. H. D. (Ed.) (1956). *Great dialogues of Plato*. New York, NY: Mentor (New American Library). [If you don't know Plato, you don't know nothin' in western philosophy.]
- Schneider, W., Schumann-Hengsteler, R., & Sodian, B. (Eds.). (2005). *Young children's cognitive development: Interrelationships among executive functioning, working memory, verbal ability, and theory of mind*. Mahwah, NJ: Lawrence Erlbaum.
- Skinner, B. F. (1953). *Science and human behavior*. New York, NY: Basic Books. [Cribbing from Kantor while the two were both at Indiana, Skinner makes the most sense here of anywhere.]

- Skinner, B. F. (1966). What is the experimental analysis of behavior? *Journal of the Experimental Analysis of Behavior*, 9, 213-218.
- Thompson, H. S. (1998). *Fear and loathing in Las Vegas: A savage journey to the heart of the American dream*. (2nd ed.) New York, NY: Vintage. [Give this one to your (older and mature) kids after you're done. Original publication date: 1971.]
- *Tolkien, J. R. R. (1965). *The fellowship of the ring*. New York, NY: Ballantine. [Give this set to your kids after they've read Thompson, and after you've read it yourself.]
- * Tolkien, J. R. R. (1938/1966). *The hobbit*. New York, NY: Ballantine.
- *Tolkien, J. R. R. (1965). *The return of the king*. New York, NY: Ballantine.
- *Tolkien, J. R. R. (1965). *The two towers*. New York, NY: Ballantine.
- Wann, T. W. (Ed.) (1964). *Behaviorism and phenomenology: Contrasting bases for modern psychology*. Chicago, IL: University of Chicago Press. [A lively and still meaningful debate.]
- Washburn, M. (1995). *The ego and the dynamic ground*. (2nd. ed.). Albany, NY: State University of New York. [A psychodynamic approach to transpersonal psychology and development, it made me a better psychologist.]
- *Williams, B. M. (1922/1983, published many times since with different illustrators, William Nicholson being the first). *The velveteen rabbit*. New York, NY: Knopf.
- Winnicott, D. W. (2005). *Playing and reality*. (2nd. ed.). London, UK: Routledge Press. [ISBN-13: 978-0415345460. Harder than some, but worth the effort.]
- *Young, W. P. (2007). *The shack*. Los Angeles, CA: Windblown Media.
- * Fiction



The next section of this syllabus is the university-mandated template for our creation of syllabuses. It is condescending and often simple-minded. Moreover, I prefer to craft my own format, which is what you see in the previous pages. Still, there is valuable information in the template, which I don't usually include in my syllabus. And of course, I aim to be compliant with the direction of my supervisors, and I include it here, more or less unchanged. Where I am noncompliant, I give my reasons in added *italics*.

Please read the template over and gather what you need from it. If you find that I have omitted something you need, please feel free to contact me, and I will get you what you need. The red print tells me what I should have placed there, but, again, you will find it above, unless otherwise noted.

Steve

|| COURSE PREFIX #.section TITLE

COURSE SYLLABUS: SEMESTER YEAR

INSTRUCTOR INFORMATION

Instructor: (Name & Title)

Office Location:

Office Hours:

Office Phone:

Office Fax:

University Email Address:

Preferred Form of Communication:

Communication Response Time:

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Software Required

Optional Texts and/or Materials

Course Description

Include the university catalogue description and any necessary prerequisites. Also, you may choose to include your own description of the course.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

- 1.
- 2.
- 3.
- 4.
- 5.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Examples include: Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc. You'll need PowerPoint and Word skills. What you turn in for course projects should be a WORD document.

Instructional Methods

This section describes how the learning process will be conducted (delivery modalities, course structure, Getting Started and types of learning activities and assessments).

Student Responsibilities or Tips for Success in the Course

Examples include: Regularly logging into the course website, amount of weekly study and participation time expected, etc. All of this is good.

GRADING

Final grades in this course will be based on the following scale: This is not true.

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

If using a points-based system, then please include a list of the total points corresponding to the final letter grades.

If using a weights-based system, then please include a list or table showing the weights of the assessments in the calculation of the final course grade.

Assessments

Explanation by graded assessment type (percentage or points toward final grade)

Also, the relationship between the assessments and course-level student learning outcomes should be explained. Consider creating a table to show the alignment.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the or click on the words "click here" to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly. *These will vary but I will respond to emails within 36 hours and return assignments and exams within a week.*

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained. *This is an unnecessarily ugly piece of prose. I have revised it above.*

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Current semester by specific dates *My courses develop organically at a pace that depends on student progress: Better to learn a lot well than to “gover” it all without adequate learning.*