

# PSYC\*3000, Course Outline: Winter 2021

## General Information

\*\*\*

**DUE to the COVID-19 pandemic, this course is offered in an alternative format.  
Alternative Delivery Synchronous – AD-S Virtual: day and time for class lecture**

\*\*\*

**Course Title: Historical and Critical Perspectives on Psychology**

### **Course Description:**

The purpose of this course is to help students understand the socio-historical and theoretical context of modern psychological research and practice. This includes: 1) evaluating basic assumptions underlying modern psychology by drawing on historical, theoretical and philosophical perspectives, and 2) investigating historical and current controversies within psychology. Topics may include the question of psychology's universality and scientific status, the assumptions embedded in psychological theory and research methodology, the history of madness and psychotherapy, and the relations between psychology, power, ethics, and politics.

**Credit Weight: 0.5**

**Academic Department (or campus): Psychology**

**Semester Offering: W2021**

**Class Schedule and Location: Alternative Delivery Synchronous – AD-S Virtual: via Zoom.  
Lectures will be held using Zoom (accessed through CourseLink) every Tuesday and Thursday,  
8:30-9:50am**

## Instructor Information

Instructor Name: Kieran O'Doherty

Instructor Email: [kieran.odoherty@uoguelph.ca](mailto:kieran.odoherty@uoguelph.ca) (Please see email policy, below)

Office location and office hours: TBA

## GTA Information

GTA Name: David "Eli" Lipson

GTA Email: [dlipson@uoguelph.ca](mailto:dlipson@uoguelph.ca)

GTA Name: Carolyn Crawford

GTA Email: [ccrawf11@uoguelph.ca](mailto:ccrawf11@uoguelph.ca)

GTA Name: TBA

GTA Email:

## **Course Content**

### **Specific Learning Outcomes:**

1. Identify key theoretical and methodological assumptions underlying psychological research and practice, and explain how these assumptions shape and constrain psychological knowledge. (Psychology LOs: 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.3)
2. Understand how knowledge of psychology's history can help to make sense of its assumptions, limitations and strengths. (Psychology LOs: 3.2)
3. Analyse, evaluate, and reflect on these issues in relation to your own interests in psychology (Psychology LOs: 1.1, 1.2, 1.3, 1.4, 5.2, 5.3)
4. Express your ideas effectively through participating in class/seminar discussions and written responses to readings and lecture material. (Psychology LOs: 4.1, 4.2, 4.3, 4.4)
5. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks. (Psychology LOs: 5.5)

### **Lecture Content:**

This is a discussion-based course. Therefore, there will be no formal lectures. It is expected that all students have prepared for class by studying the assigned readings and are ready to discuss them and ask questions about them in class.

Topics that will be discussed include:

- Why history and critique?
- The origins of psychology; Is psychology universal?
- "Schools" of psychology (behaviourism, gestalt, cognitive)
- Psychology and war; Internationalisation of psychology
- Psychology, agency and free will
- Culture, mental health and psychotherapy
- Psychology, gender and feminism
- Psychology, race and racism
- Biological and brain psychology
- Epistemology and social constructionism
- Methods and variables
- Language and qualitative approaches

**Labs: n/a**

**Seminars: n/a**

### **Course Assignments and Tests:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Course Outline quiz	Fri, Jan 15, 5pm	2%	n/a
Readings summaries	Each teaching day before class starts	18%	1,2

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers (6 x 10%)	Mostly Mondays by 1pm; See schedule in Reading List	60%	1, 2, 3, 4,5
Participation in class discussion	N/A	20%	1, 2, 3, 4

**Additional Notes (if required):**

### **Course Outline Quiz 2%**

There will be an online quiz in the first week of class to test your knowledge of the Course Outline. Please make sure to complete the quiz by the deadline to ensure that you receive credit.

### **Reading Summaries (18x1%) 18%**

It is expected that you read all the required readings before class and that you are prepared to discuss the readings in class. To help structure your reading and prepare for class, you can receive credit for uploading summaries of the required readings before the class in which the readings will be discussed. Each summary you upload is worth 1% toward your final grade, up to a maximum of 18%. This means that you can afford to miss uploading summaries for only 3 or 4 classes if you want to achieve full marks for this component of the course. IMPORTANT: to receive credit for a Reading Summary it must be posted BEFORE class starts on the day in which the reading will be discussed. If you miss a particular deadline, please do not ask for an extension (it will not be granted) because you are allowed to miss several and still achieve full marks.

#### **Guidelines for Reading Summaries**

- Write a brief summary of the required reading(s) for the upcoming class (one or two paragraphs)
- In your summary, mention the key points of the article/chapter
- Write down any questions you may have about the content
- Write down 2-4 discussion questions that relate to the reading(s) that you think would be interesting for discussion during class
- The entire Reading Summary should be no more than ½ page
- You will be given an automatic 1% credit, unless I have reason to believe that you did not actually read the article/chapter

### **Reflection papers (6x10%) 60%**

You are expected to submit 6 reflections papers over the whole course, typically one for each week of classes. Reflection papers are due on Mondays at 1pm the week after each set of

Tuesday/Thursday classes (e.g., your paper for classes on January 19<sup>th</sup> and 21<sup>st</sup> is due by January 25<sup>th</sup> at 1pm).

*Note that you can choose to submit more than 6 reflection papers. If you do submit more than 6 reflection papers, the 6 papers with the highest grades will be used to calculate your grade.*

Please do not ask for extensions on Reflection Papers (they will not be granted). You only have to submit 6 out of a possible 10.

### **Guidelines for reflection papers**

The main aim of the reflection papers is to provide you with a written means of engaging with the week's readings and class discussions. The reflection papers must be more than just summaries of the readings (i.e., don't repeat what you have written in the Reading Summaries). The reflection papers are about considering the *implications* of the readings for you personally, for psychology as a discipline, for psychological practice, for psychological research, or for any other group of individuals that may be relevant to consider for that week's readings.

There is no strict rule for how to write your papers, as long as they reflect an attempt to critically and creatively engage with, and make sense of, the ideas and topics raised for the week. For example, you can write about links between history, theoretical ideas and personal life experiences; you can reflect on connections between course content and ideas in other disciplines; or you can engage with course material on its own terms, using theory and philosophical concepts from the readings and other parts of the course. If your opinion about an issue changes during the course, you can write about this in a reflection paper. In later papers, you may also want to use them to explore broader themes that appear to link the course topics together.

The reflection papers are meant to be part of an ongoing reflection on new and sometimes complex ideas, and you can expect that your ideas about things will change as the course progresses. This means that your papers can be exploratory. Be aware, however, that your TAs and I will look for evidence that you have actually read the course material when grading your papers.

### *Format for submissions:*

- APA referencing not required, but ok if you want to cite other materials
- 600 – 900 words (2 – 3 double spaced pages)
- Quality is more important than quantity!
- Submissions need to be electronic via the CourseLink dropbox (please double check that your file has uploaded)
- Use any of the following file formats: .doc, .docx, .pdf, .rtf.

*Other:*

- If you miss class for legitimate reasons (e.g., illness) you may still submit a reflection paper or you can choose to miss that week's reflection paper (you only have to submit 6 out of a possible 10).

### **Participation in discussions 20%**

This will be based on quality of meaningful engagement in class discussions. Owing to COVID restrictions we will not be having in person class discussions. Therefore, alternative methods will be made available to participate. These will include: 1) asking questions and making comments using the Chat function in Zoom; 2) participation in discussion with a small number of other students in Zoom break-out rooms during class time; 3) contributing to conversations on the Discussions forums on CourseLink outside of class time.

#### **Guidelines for class discussion**

Class discussions are the main component of this course. Their main purpose is to provide an opportunity to explore ideas and to clarify your understanding of course material. For this reason, it is to be expected that you will change your mind, perhaps several times, on topics and issues in the course. Your discussion grade is not based on whether you agree or disagree with the course readings or with others in your class, but on the ways in which you are able to do so respectfully, coherently, and reflexively. Because of COVID restrictions, the following alternative methods for participation in class discussion are available to you:

1. Using the Chat function in Zoom.

Because there are over 100 students in this class, it may not be feasible for students to participate verbally in class discussion. However, you are invited to ask questions about the readings we will be discussing in class using the Chat function in Zoom. TAs will be monitoring the Chat function and raise your questions for discussion. \*\*\*IMPORTANT: Because of the large number of students in the class, please do not use the Chat function to comment on each other's posts or to have parallel conversations! You will have other opportunities to engage with each other (see below).

2. Break-out room discussions.

Most classes will involve one or two points at which the class will break up into smaller discussion groups. We will use the Zoom break-out rooms function to do this. Groups will be allocated at random. The TAs and I may drop into various break out rooms to join discussions, listen in, or be available to answer questions. We will not be assessing participation during this time. However, if we find students who refuse to speak to fellow students in these small group discussions (or who have logged in but are "absent" from their computers), we will allocate an automatic zero for participation for that particular class.

3. Contributing written comments to Discussion forums on CourseLink.

I will enable the Discussion functions on CourseLink. Each week will have a new topic and a new discussion forum dedicated to the topic. Please add your comments and contribute to the discussion each week.

**Final examination date and time: n/a**

**Final exam weighting: n/a**

**Requests for accommodations and extensions:**

Because of the difficulties relating to COVID restrictions, I have made sure that there are many avenues for you to gain grades. For example, there will be an opportunity to submit 10 reflection papers, but you will only be graded on 6. For this reason, I will not allow extensions on individual reflection papers. If you feel that you cannot submit a particular reflection paper on time, that's ok, you can miss 4 and still be graded on the 6 that you do submit. Similarly, for reading summaries: each individual summary is worth only 1% and you can miss 3 or 4 and still get full marks. Therefore, I will not allow extensions on individual research summaries. With regard to participation, please note that it is an expectation that you participate in class discussions. If you are not comfortable speaking in large groups, that's ok, there are other opportunities to participate. But it is expected that you are at least present. One or two absences owing to illness or similar are fine (you don't need to send me a doctor's note). Work conflicts are not an acceptable reason for not participating in class.

**Course Resources**

Classes will be run via Zoom. You will be able to access links to each class via CourseLink. Go to the "Content" tab, then in the left panel choose "Calendar". You should then find links to upcoming classes on the appropriate days.

**Required Texts:**

Richards, G. (2010). Putting psychology in its place: Critical historical perspectives, (3rd Ed). New York: Routledge.

**Recommended Texts: n/a**

**Lab Manual: n/a**

**Other Resources:**

Additional readings will be provided on CourseLink.

**Field Trips: n/a**

**Additional Costs: n/a**

## **Course Policies**

### **Grading Policies**

10% subtracted for each day late up to a maximum of 3 days (after that assignments receive an automatic zero).

### **[Undergraduate Grading Procedures](#)**

### **Course Policy on Group Work:**

You are not formally graded on group work in this course. However, the course is based on participation in discussions. Therefore, it is expected that you participate and engage in your break-out discussion groups. These are small groups of only 3-6 people. You don't have to say a lot. However, it is not acceptable to simply turn off both your audio and video.

### **Email Correspondence**

Please ask these questions either **during class, before class, or after class**. If you would like to have a one-on-one conversation, we can arrange to do so after class. Because of extremely high email volume during term, I will not respond to emails relating to course content, exam format, or assignments that are covered in the course outline or were discussed in class. Please do not expect the TAs or me to answer emails in the evenings or on weekends.

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

### **Student Rights and Responsibilities when Learning Online**

#### *Privacy Rights*

Lectures held via Zoom may be recorded by the instructor for the purpose of making content available to students who missed a class. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor. Please note that no break-out rooms will be recorded and we encourage students to turn on their video during break out discussions to facilitate interactions with other students.

### **Recording of Lecture Materials**

The University of Guelph's primary mode of course delivery has shifted from face-to-face instruction to remote and online learning due to the ongoing COVID-19 pandemic. As a result, some learning activities (e.g., synchronous lectures or student presentations) may be recorded

by faculty, instructors and TAs and posted to CourseLink for grading and dissemination; students may be recorded during these sessions.

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other “live” course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

### *Online behaviour*

According to the University Secretariat, students have a responsibility to help support community members’ access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services

- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

## **University Policies**

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

### **Illness**

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 12, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

## **Additional Course Information**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.