

Historical and Critical Perspectives on Psychology

PSYC\*3000-01

Fall 2023

Allyson Andrade

PhD Candidate, University of Guelph

T/Th 11:30 PM – 12:50 PM

MAC149

# PSYC\*3000 Historical and Critical Perspectives on Psychology

## Course Outline

Fall 2023

### Welcome to Historical and Critical Perspectives on Psychology:

In this course, students will develop a comprehensive understanding of modern psychological research and practice within their socio-historical and theoretical contexts. While delving into the rich tapestry of psychology's evolution, students will learn how to critically assess and integrate this knowledge to construct insightful perspectives on various aspects of the discipline. Through a multidisciplinary lens, we will evaluate the fundamental assumptions that underpin contemporary Psychology. To accomplish this, we will: 1) draw from historical, theoretical, and philosophical viewpoints to explore the roots of these assumptions and their impact on shaping our understanding of human behavior and cognition; and 2) engage in an exploration of historical and current controversies within Psychology, addressing pressing questions about changing cultural perspectives, technological influences, and the intricate interplay between psychology, power, ethics, and politics. Ultimately, this course aims to equip students with the tools to articulate well-founded and thought-provoking critiques of the field, contributing to a nuanced and comprehensive perspective on psychology.

### Course Weight:

0.5 Credits

### Instructor Information:

Instructor name: Allyson Andrade  
Instructor email: aandra02@uoguelph.ca  
Office hours: By appointment

### GTA Information:

GTA name: Laureen Owaga  
GTA email: lowaga@uoguelph.ca  
GTA office hours and location: By appointment

GTA name: Savannah Yerman  
GTA email: syerman@uoguelph.ca  
GTA office hours and location: By appointment

GTA name: Rima Hanna  
GTA email: hannar@uoguelph.ca  
GTA office hours and location: By appointment

## Communication Policy:

Whether it's before, during, or after class, your engagement and curiosity using open and clear communication is essential to your success in this course. As such, please feel free to ask questions or seek clarification on any aspect of the course.

For general inquiries, such as course content or logistics, please check the course outline as your first point of reference. If your questions remain unanswered, our teaching assistants (TAs) are available to assist you in class or via email. TAs are well-equipped to address most queries related to course content and assignments. In cases where TAs require additional guidance, they will relay your questions to me. For more personalized discussions or one-on-one consultations, please schedule a meeting with me via email.

## Class Schedule and Location:

Tuesdays and Thursdays

11:30 AM – 12:50 PM

[MAC149](#)

## Course Content and Resources:

### Required Texts:

1. Richards, G. & Stenner, P. (2022). Putting psychology in its place: Critical historical perspectives, (4th Ed). New York: Routledge.
2. Students will also read extensively from a selection of journal articles and book chapters that will be assigned and made available on Courselink.

### Course Objectives:

Please see the attached course reading list. This is a reading-intensive course.

Course Learning Objectives.

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 small group, class and asynchronous 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)

## Course Assignments and Tests:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
General reflection (x6)	The following wee; See class schedule	60%	All
Extended reflection	One paper of your choice by 8 PM	20%	All
Participation in class discussion	End of term	20%	All

Please note this course has *no final exam*.

## Assignment Guidelines:

### General Reflections (60%):

Students are expected to submit 6 reflection papers over the course of the semester. Reflection papers are due, for the most part, on Mondays, other than during Week 5, by 8 PM (see class schedule) and are written on the **previous week's topic**. Please note: You may submit more than 6 (up to 10) reflection papers. They will be graded, but only the 6 highest grades will count toward your final grades.

#### Guidelines:

- The primary aim of these reflection papers is to provide students with a written means of engaging with the readings and class discussions.
- Part of student reflections **must** incorporate how class activities and discussions have influenced their perspectives on the assigned chapters and readings.
- Students are not to summarize the week's readings. Instead, students must critically and creatively engage with, and make sense of, the ideas and topics discussed throughout the week. Here are some ideas that can help students focus reflections:
  - Engage with (respond to, relate to, discuss, debate, compare, refute etc.) the authors' ideas or arguments
  - Reflect on your learning: How has your thinking changed? What assumptions did you have that were challenged? What has been tricky, disturbing, upsetting, complicated, confusing, etc.?
  - Make connections between weekly readings or with other courses you are taking, your experiences or with current events
  - Explore how critical historical perspectives challenge your understanding of psychology

- Explore how the readings relate to your own research and thinking
- Make an attempt to articulate your understanding of a particular idea, concept, issue or argument from the readings (while being honest about what you are struggling to understand).

**Please note:** it will not be possible to address all of these ideas in one paper, in fact, it may be better to choose one of these as a focus for your paper for the week.

- The reflection papers are meant to be part of an ongoing reflection on new and sometimes complex ideas, and students can expect that ideas on topics will change as the course progresses. This means that papers can be exploratory in nature.
- The TAs will look for evidence that you have read and thought about the course material when grading papers. With that said, it is important to read papers deeply and perhaps even more than once, take notes, highlight passages that are interesting or intriguing, write out questions or connections along the way, and use these to help you identify potential topics to explore in your reflection papers.
- Refer to the General reflection paper guidelines and grading rubric as you complete your reflections, so as to make sure you are meeting basic expectations of the assignment.

#### *Format for Submissions:*

- Due: Mondays by 8 PM covering the topics from the previous week
- Submissions must be electronically submitted via the Courselink Dropbox. Ensure you have submitted the file that you upload.
- Length: 600-900 (2-3 double spaced pages)
- Formatting: Double spaced, 12 pt font
- APA referencing is required when citing any reading material or external resources
- You may use any of the following formats: .doc, .docx, .pdf, rtf.

#### *Other Notes:*

- If you miss class for legitimate reasons (e.g., illness, family matters), you are still required to submit a reflection paper.

#### **Extended Reflection (20%):**

This assignment offers you the opportunity to dive deeper into a specific topic within the history of psychology, allowing you to explore the intricate connections between different periods and concepts covered in our course. Your task is to craft an extended reflection that delves into the chosen historical topic while simultaneously drawing on the insights from at least one other topic we've explored in class.

#### *Guidelines:*

- For the most part you may follow the same guidelines outlined for the general reflections.

- Students must incorporate ideas from at least one other week and incorporate at least three primary sources not covered in the course
- Refer to the Extended reflection paper guidelines and grading rubric as you complete this assignment, to ensure you are meeting the basic requirements of the assignment.

*Format for Submissions:*

- Submissions will be accepted until the last Monday of the final week of classes (i.e., Nov 27<sup>th</sup>)
- Submissions must be electronically submitted via the Courselink Dropbox. Ensure you have submitted the file that you upload.
- Length: 1200-1800 (4-6 double spaced pages)
- Formatting: Double spaced, 12 pt font
- APA referencing is required when citing any reading material or external resources
- You may use any of the following formats: .doc, .docx, .pdf, rtf.

**Participation (20%):**

Active participation and class discussions are integral to deepening your grasp of the course content. True learning thrives when concepts are verbally explored and debated. Engaging in discussions exposes you to diverse perspectives, challenging ideas, and thought-provoking questions that might not arise through individual readings. Responding thoughtfully and respectfully to alternative viewpoints not only refines your understanding but hones the ability to articulate complicated and sometimes ever-changing thoughts on the spot. Through this process of dynamic exchange, you'll refine your critical thinking skills, develop the capacity for nuanced argumentation, and learn to navigate course material collaboratively. Your active involvement in class discussions is not only a core component of the course, but it is also an investment in your own growth and in cultivating an intellectually stimulating learning community.

*Guidelines:*

- In each class, students will engage in a (somewhat) guided discussion about each week's topics.
- Students must complete the necessary readings assigned each week.
- Students are to attend every class and come prepared with thought provoking questions or commentary on the material.
- Be open to new ideas and expect to change your mind, perhaps several times.
- Be respectful to one another's opinions and understand that your grade is not dependent on whether you agree or disagree with the course readings or the opinions of your peers/instructors, but rather on ways in which you are able to do so respectfully, coherently, and reflexively

## Grading

- Assigned TAs may help build, guide, and contribute to these discussions, but most importantly they will be grading students. To do this, TAs will make notes on each student's participation in the discussion groups and in the whole class discussion.
- TAs will be looking for evidence of thorough reading and analysis of the readings and course material (e.g., connections between readings, thoughtful analysis of the content, types of questions raised, ability to accurately grasp the author(s)' position, etc.).
- Please refer to your class discussion and participation guidelines and corresponding rubric as a **general guide** for expectations and grading of discussions.
- An update of your grade and corresponding feedback will be provided prior to the fall-break.
- Missed classes will result in a grade of 0% for that class.

## Course Policies

### Grading Policies:

All written assignments are due by 8 pm on dates indicated in the course schedule and must be submitted to the dropbox on Courouselink. Each day an assignment is late, 10% will be subtracted from the assignment's grade; once an assignment is 3 days late, it will receive a zero. See above or refer to assignment outlines.

### Re-grading of Assignments Policy:

Re-Grading of Assignments Policy Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dissatisfied, 2) they can request from the instructor that another TA re-grade the assignment. In this request, students must email the instructor with their name, student ID, and the name of the assignment.

Please note: Submitting a request for a re-grade, will also require an understanding that the new grade, which could be lower, the same, or higher, will stand.

### Effective Participation:

In the case of concerns with grades for effective participation, email the instructor. In such cases, reassessment of your performance will prove difficult, if not impossible. It is thus highly recommended that you ensure that you thoroughly review early feedback, and that you ask follow-up questions of the TAs and instructor.

Please see [Undergraduate Grading Procedures](#) for more information

### Course Policy Regarding Use of Electronic Devices and Recording Lectures:

**Electronic recording of classes is expressly forbidden without consent of the instructor.** When recordings are permitted by the instructor, 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.

### Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules.

All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### 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 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:



### Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### 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](#)

### Student Feedback Questionnaire:

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March 30th – April 10th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

### Drop date:

The last date to drop one-semester courses, without academic penalty, is Friday December 1, 2023. 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](#)