

PSYC*3000, Course Outline: Winter 2023

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course runs Wednesdays and Fridays from 11:30am-12:50pm in MAC 149.**

Course Title: PSYC*3000 Historical and Critical Perspectives on Psychology

Course Description:

The purpose of this course is to introduce students both to the history of psychology, and to critical perspectives on the discipline and its methods. This includes: 1) learning about some of the key moments in the discipline's history, 2) evaluating basic values and assumptions underlying contemporary psychology by drawing on historical, theoretical, and philosophical lenses, and 3) investigating historical and current controversies. Topics may include the question of psychology's universality and scientific status, the assumptions embedded in psychological theory and research methodology, the ethics of psychological research, the relations between psychology, the military and politics, how gender and race have been shaped by psychological work, the role of digital technologies, etc.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2023

Class Schedule and Location: Wednesdays and Fridays from 11:30am-12:50pm in MAC149

Instructor Information

Instructor Name: Alexis Fabricius

Instructor Email: afabrici@uoguelph.ca

Office location and office hours: Fridays 2-3pm via Zoom (link on Courselink)

GTA Information

GTA Name: TBD

GTA Email:

GTA office location and office hours: By appointment

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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. Analyze, 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)

Seminars:

All classes will be offered in a modified seminar format. Typically, classes begin with opening remarks from the instructor who will provide background on the readings. Next, students will be put into small groups to discuss the readings in depth. Students are required to have completed the readings prior to class so that they can discuss them in detail. The instructor and TAs will visit the groups to check in on or direct the discussions and raise questions as needed. Toward the end of class, we will reconvene as a large group to share our insights and consider the implications of the topic.

Course Assignments and Tests:

| Assignment or Test | Due Date | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|---------------------------------|---|---------------------------------------|-----------------------------------|
| Critical reflections x 7 | Mondays by 8pm to Dropbox (see schedule) | 80% | 1, 2, 3, 4, 5 |
| Participation I | Mid-point of semester – Date TBD | 8% | 1, 2, 3, 4, 5 |
| Participation II | End of semester – Date TBD | 12% | 1, 2, 3, 4, 5 |

Additional Notes (if required):

Guidelines for critical reflections – 80%

- ***Schedule and number of papers***

- *Students must submit a total of seven (7) critical reflections, with at least two (2) being submitted before Reading Week (see schedule for due dates).*
- *The top seven (7) marks will count toward the student's critical reflection paper grade, which means that students may submit additional papers if they wish.*
- **Aim**
 - *The aim of the critical reflections is to provide students an opportunity to respond to the readings in a short but carefully written paper.*
 - *Students should not summarize the readings; rather, the focus is on critically engaging with the authors' ideas and the implications of those ideas in a short but thoughtful reflection paper.*
 - *While you may include personal details in your papers, the main focus should remain on the readings and all papers should relate back to psychology (e.g., if we are discussing racism in Psychology, your paper should not focus on racism in general, but on racism within the discipline as discussed by the readings).*
 - *TAs will be looking for deep engagement with the readings and evidence of critical thinking. Some examples might include:*
 - *Explaining why the author's argument isn't quite right or overlooks an important issue, and why that's important; conversely, explaining why the author's argument provokes a new way of thinking for you or presents new ideas you haven't considered before, and why that's important*
 - *Making connections between the readings or to content from your other courses, your own experiences, or current events and explaining why these connections matter to your learning as a psychology student*
 - *Reflecting on your learning as you progress through the course and why what you are learning is of significance*
 - *Explaining why aspects of the readings shocked you/interested you/intrigued you/alarmed you, etc., and why that matters to your understanding of psychology*
 - *Exploring the merits of studying the history of psychology*
 - *Explaining how critical perspectives challenge your understanding of psychology*
 - *Being honest about what you are struggling to understand*
 - *Talking about how the readings inspire changes in your own research or study interests, your opinions about psychology or its practices, etc.*
 - *Thinking about the relationship between philosophy and psychology and why it's important*
 - *You will not accomplish all of the above within a single assignment – think of this list as a series of prompts to help you with your papers.*
- **Rubrics and quality**
 - *It's not possible to offer a rubric, as papers can vary widely.*
 - *Papers are marked on overall quality, not on whether you agree or disagree with the readings.*
 - *Some indicators of quality include: evidence of a deep and thorough reading of the papers as indicated by the points chosen for discussion and grasp of the author's argument, good structure, depth or novelty of connections or insights,*

creativity, authenticity of responses to the readings, clarity of writing, critical analysis, APA 7 formatting (if you draw on outside sources), proofreading and editing, tempering choice to include personal reflections against the need to focus on the papers, responding to TA feedback, etc.

- *TAs will provide detailed feedback to help guide students with their future papers - feedback should always be read carefully and incorporated.*
- **Format**
 - *Due: Mondays by 8pm, unless indicated otherwise (see schedule)*
 - *Length: 600 – 900 words*
 - *Formatting: double spaced; 12 pt font; no title or title page; do not list full article names, use author last names; APA 7 referencing is required if you cite materials other than the assigned readings; .doc, .docx, .pdf, .rtf.*
 - *Submit to: CourseLink Dropbox (double check that your file has uploaded and that it has been submitted to the correct week)*
- **Tips**
 - *The TAs will look for evidence that you have read and thought about the course material when grading your papers, so read the papers deeply and perhaps even more than once, take notes, highlight passages that are interesting or intriguing, write out questions or connections in the margins, and use these to help you identify potential topics to explore in your reflection papers.*

Guidelines for participation

- *Students are expected to have completed the readings prior to class, as class discussions are based on them.*
- *Class discussions are a key component of this course - their purpose is to provide an avenue for exploring ideas and to clarify your understanding of course material.*
- *Your discussion grade is not based on whether you were present or if you agree or disagree with the course readings, but on the quality of your comments, and the ways in which you are able to discuss (sometimes controversial) academic topics respectfully, coherently, and reflexively.*
- *The TAs will make notes on each student's participation in discussion groups and in the class discussions as per the rubric.*
- *Since discussion and class participation is a skill that we are all in the process of developing, there will be an opportunity to receive feedback on how well you are progressing. We encourage you to make adjustments in your participation in the second half of the course based on your feedback.*
- *Although the rubric will give you a good idea of what we are looking for, please don't get too hung up on it. We are very aware of, and will take into account, the different ways in which you will participate in the class.*
- *The criteria focus on what you demonstrate, not on what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a 7 – 8.*

| <i>Rating</i> | <i>Grade</i> | <i>Criteria</i> | <i>Notes</i> |
|------------------|---------------|---|--------------|
| | 0 | <i>You are absent.</i> | |
| Poor | 1 – 3 | <i>You are present, not disruptive. You try to respond when called on but don't offer much; demonstrate very infrequent involvement in discussion.</i> | |
| Adequate | 4 – 6 | <i>You demonstrate adequate preparation: know basic reading facts, but don't show evidence of trying to interpret or analyze them; offer straightforward information (e.g., straight from the reading), without elaboration, or do so very infrequently (perhaps once a class); don't offer to contribute to discussion but contribute to a moderate degree when called on; demonstrate sporadic involvement.</i> | |
| Very good | 7 – 8 | <i>You demonstrate good preparation: know reading facts well, have thought through implications of them; offer interpretations and analysis of class material (more than just facts) to group/class. You contribute well to discussion in an ongoing way: respond to other students' points, think through own points, question others in a constructive way, offer and support suggestions that may be counter to the majority opinion; demonstrate consistent ongoing involvement.</i> | |
| Excellent | 9 – 10 | <i>You demonstrate excellent preparation: have analyzed course readings exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences etc.); offer analysis, synthesis, and evaluation of class material; for example, put together pieces of the discussion to develop new perspectives that take the group/class further. You contribute in a very significant way to ongoing discussion: keep analysis focused, respond very thoughtfully to other students' comments, contribute to cooperative argument-building, suggest alternative ways of approaching material and help class analyze which approaches are appropriate etc.; demonstrate ongoing very active involvement.</i> | |

Course Resources

Required Texts: Richards, G. & Stenner, P. (2022). Putting psychology in its place: Critical historical perspectives, (4th Ed). Routledge. ISBN 9780367546342

Course Policies

Grading Policies

CRITICAL REFLECTIONS - Each day a paper is late, 10% will be subtracted. Once an assignment is three (3) days late, it will be given a zero.

If you have questions about your critical reflection grades, request a meeting with the TA who marked the assignment. If, after that meeting, the matter has not been resolved to your satisfaction, you may email the instructor to request a re-grade. When you do so, give your name, student ID, and the name of the assignment. Next, write, "I am requesting a re-grade of [title of assignment] by you. I understand that the new grade, which could be lower, the same, or higher, will stand."

[Undergraduate Grading Procedures](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

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.

University Policies

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 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](#)

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 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 Monday April 10, 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](#)