

# PSYC\*3000, Course Outline: Winter 2026

## General Information

Some courses are offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.**

**Course Title: PSYC\*3000-02 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: Winte 2026**

**Class Schedule and Location: Tuesdays and Thursdays from 8:30-9:50am in MAC 149**

## Instructor Information

Instructor Name: Alexis Fabricius

Instructor Email: [afabrici@uoguelph.ca](mailto:afabrici@uoguelph.ca)

Office location and office hours: MacKinnon Extension 4003; Office hours TBD

## GTA Information

GTA Name: Laureen Owaga

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

GTA office location and office hours: By appointment

GTA Name: Leah Tackaberry-Giddens

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

GTA office location and office hours: By appointment

GTA Name: Linda-Paola Sosa-Hernandez  
 GTA Email: [lsosaher@uoguelph.ca](mailto:lsosaher@uoguelph.ca)  
 GTA office location and office hours: By appointment

## **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:**

***The course will follow a modified seminar format, designed to foster deep engagement with the material and encourage active participation.***

- *Each class will begin with a lecture, providing essential context and background for the assigned readings. This will set the stage for the day's discussions.***
- *Following the lecture, students will break into smaller discussion groups to tackle discussion questions/class activities aimed at deepening understanding of the material and sparking ideas for reflection papers.***
- *When time allows, we will reconvene as a full class to share insights from the smaller group discussions.***

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

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
<b><i>In-class knowledge checks</i></b>	<b><i>All classes except 1.1, 3.2, 6.1, 9.1, 12.1</i></b>	<b><i>16 x 1.875% = 30%</i></b>	<b><i>1, 2, 3, 4, 5</i></b>
<b><i>Critical reflections x 4</i></b>	<b><i>Jan 22, Feb 10, Mar 10, Mar 31</i></b>	<b><i>4 x 12.5% = 50%</i></b>	<b><i>1, 2, 3, 4, 5</i></b>
<b><i>Final exam</i></b>	<b><i>Thurs April 9<sup>th</sup></i></b>	<b><i>20%</i></b>	<b><i>1, 2, 3, 4, 5</i></b>

### **Additional Notes:**

***In-class knowledge-checks – 1.875% x top 16 marks = 30% total***

- *These occur in 19 classes to ensure deep engagement with the readings rather than relying on AI summaries.*
- *Only your top 16 marks count, allowing for 3 missed classes due to emergencies or illnesses without penalty. No make-ups will be offered.*
- *In-class knowledge checks will take various forms (e.g., quizzes, submission of discussion notes from group or paired work, in-class activities) and occur in every class. Note that you must be physically present in class to attain knowledge check marks.*
- *The purpose of in-class knowledge checks is to encourage consistent and thorough reading of the assigned material, reinforce understanding of the content, and support preparation for reflection papers*
- *NOTE: Students must complete assigned readings before coming to class.*

### **Critical reflections – 50%**

*These are short papers designed to move you into the realm of critical synthesis. You will write four reflections, each worth 12.5%.*

### **Content and process**

- *Focus: Each reflection covers 2 papers selected from the readings assigned leading up to that class. You will be told which 2 papers to focus on just before writing begins – this means that you will have had to have read all the papers to be prepared.*
- *The model: You must follow the What? So what? Now what?-cycle:*
  - *What? - Articulate the authors' arguments with nuance.*
  - *So what? - Highlight 2-3 implications or points of significance per paper, revealing broader discipline-wide or historical contexts.*
  - *Now what? - Reflect on practical, specific ways these readings might influence your future thinking, research, or practices.*
- *NOTE: See Detailed Assessment Instructions for more explanation of what each section should cover. Please read this document carefully before writing your reflections.*

### **Writing rules and style**

- *Format: 600-900 words (i.e., 5-7 substantial paragraphs, each about 6-8 sentences long) on Respondus Lockdown*
- *Conditions:*
  - *75 minutes, written entirely in class*
  - *You may bring one page of handwritten notes*
- *Voice: You may use the first person (I, my) and contractions (can't, don't) are allowed.*
- *Clarity and critical engagement are prioritized over complex style*
- *Minor grammar and/or spelling issues will not be penalized*
- *Use of AI tools (e.g., ChatGPT, Grammarly, Gemini, etc.) and/or phones is strictly prohibited.*

**Final examination date and time: Thursday April 9<sup>th</sup> 2:30-4:30pm. Location TBD.**

**Final exam weighting: 20%**

### **Course Resources**

## **Required Texts:**

***Students will read an assortment of curated scholarly papers and chapters.***

## **Cost of Texts:**

*All resources for this course can be found within the CourseLink site. There are no costs for required or recommended textbooks or learning resources for students in this course.*

## **Course Policies**

### **Grading Policies**

***Because our reflection papers are written entirely in class, your presence and participation are essential. I understand that emergencies and illnesses occur; if you must miss a session, please contact me via email as soon as possible (ideally within 24 hours).***

***We will work together to arrange a makeup session to ensure you stay on track with the course timeline. To keep the momentum of your writing, makeups should be completed within one week of the missed class. Please be prepared to provide relevant documentation (such as a medical note) for the absence to be excused and the makeup to be scheduled without penalty. Please reach out to discuss your specific circumstances further and include your availability in your initial email.***

***Failure to connect with the instructor within 24 hours and/or to coordinate a makeup within the one-week window may result in a grade of zero for that session.***

### **Undergraduate Grading Procedures**

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

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

***Each group member is responsible for both the content of the document and their own Dropbox submission.***

### **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 a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. 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.

### **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](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. 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 6<sup>th</sup> 2026. 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**

*The pedagogical design of this course intentionally excludes AI tools for the following reasons:*

- (1) Writing is thinking – the act of writing is an essential part of understanding what you have discovered and why it matters. Outsourcing this process deprives you of that development, stunting your ability to collaborate with GenAI in the future.**
- (2) Skill building – these assessments build core competencies in reading comprehension of complex texts, identifying nuance, and ethical sensibility. Such skills are increasingly vital in the age of AI.**
- (3) Deep thinking – by focusing on reading and critical thinking as ‘twin pillars’, this course aims to protect and sharpen your ability for deep, independent thought and give you life-long skills.**