

# **PSYC\*4370, Course Outline: Winter 2017**

## **General Information**

**Course Title: History of Psychology**

**Course Description:**

*This course introduces students to three sets of historical questions about Psychology:*

1. Where did Psychology originate and how did it become what it is today? Is the discipline simply the result of scientific progress and the work of clever individuals? What role has culture, politics, human nature, and war played in Psychology's development?
2. If Psychology has been shaped by its social context, in which fields, theories and practices is this most evident? Conversely, how has Psychology shaped the way that we understand ourselves?
3. What is history? Is it a collection of historical facts that we can string objectively together into a story? What role does the historian play in this? And, what can history tell us about ourselves?

**Credit Weight: 0.5**

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

**Semester Offering: Winter 2017**

**Class Schedule and Location: Fridays 11:30am – 2:30pm, CRSC 116**

## **Instructor Information**

Instructor Name: Jeffery Yen

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

Office location and office hours: Mackinnon Extension 3015; By appointment

## **GTA Information**

GTA Name: Melisa Choubak

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

GTA office location and office hours: By appointment

## **Course Content**

### **Course objectives:**

1. To think critically about Psychology's past in a way that can help us evaluate its present and future;
2. To understand Psychology as both a socio-cultural and intellectual phenomenon;
3. To explore what history can tell us about the nature of Psychology;
4. To introduce the theory and methods of historical research.

### **Course philosophy:**

**The main aim of this course is to encourage in-depth understanding of the course content, open discussion, and critical reflection on the course materials. The class is therefore primarily seminar and discussion based, in order to create an environment that will encourage you to share your thoughts and opinions, and to explore how the course material relates to your own experiences and concerns.**

### **Specific Learning Outcomes:**

*After successful completion of this course, students should be (better) able to:*

1. Identify the main currents of thought, historical events and people that impacted the development of Psychology;
2. Read, discuss and reflect on historical research in Psychology;
3. Think historically about how Psychology and other sciences work;
4. Communicate constructively with peers in a team setting.
5. Work with peers to pose historical questions about Psychology and devise strategies to answer them;
6. Collaborate with peers to research and produce an historical timeline of a specific issue or field of Psychology.

### **Lecture Content:**

Course topics and schedule:

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

## Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation in class discussion	N/A	20%	2, 4, and 5
Reader response papers (9 x 5.55%)	One week after each seminar, by 5pm	50%	1 and 4
Historical timeline (group)	31 March, 11:30am	30%	2, 3, and 5

### Additional Notes:

#### *Participation in discussions* 20%

This will be based on quality of meaningful engagement in class discussions. If a student has not contributed sufficiently for a grade to be allocated, I may call on them to give an oral presentation in class. **I expect students to attend every class**, except in the case of emergencies, and to come prepared to discuss the assigned readings.

#### *Reader response papers (9 x 5.55%)* 50%

You are expected to submit one reflection paper for each seminar in which there are readings. Reflection papers will be graded and returned to you within 2 weeks of the submission date. Each paper is due within 1 week after each seminar by 5pm (e.g., the reflection paper for the January 13<sup>th</sup> class is due on January 20<sup>th</sup> at 5pm).

#### *Historical timeline contribution (group)* 30%

Working together in groups of 5, you are expected to construct an historical timeline on a particular issue or field of Psychology. Each group will present their timelines in class at the end of the semester, and will receive a grade that is a combination of the instructor's, TA's and their peers' ratings.

#### *Guidelines for class discussion*

Class discussions are the main component of this course. Their main purpose is to give you an opportunity to explore ideas and to clarify your understanding of course material, since many of you will be encountering historical questions and historical methods for the first time. Your discussion grade is not based primarily on how well you grasp the material, or whether you agree or disagree with it, but on how you are able to discuss course readings in a thoughtful, respectful and coherent manner.

#### *Guidelines for reader response papers*

The main aim of the papers is to provide you with an opportunity to critically reflect on and respond to the week's readings and class discussions. **This means you need to write a paper for every class.**

There is no strict rule for how to write your papers, as long as they reflect an attempt to critically engage with, and make sense of, the readings and ideas. For example, you can write about links between history and your professional, class, or personal life experiences; you can reflect on connections between course content and ideas in other disciplines you are studying; or you can engage with course material on its own terms, using concepts and historical perspectives 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. You might also want to comment on themes raised in class discussion.

The reflection papers are not meant to be statements of your final position on a matter, but rather a part of an ongoing reflection on new and sometimes complex ideas. Be aware, however, that the TA and I will look for evidence that you have actually read the course material when grading your papers.

I suggest writing your papers as soon as possible after each class, when the ideas and emotions are still fresh in your memory. Papers written directly after class tend to be better papers.

#### *Format for submissions:*

- APA referencing not required, but ok if you want to cite other materials
- 2-3 pages, double spaced
- 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.

#### *Late penalties:*

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

#### *Other:*

- If you miss class for legitimate reasons (e.g., illness) you will still need to submit a reflection paper.

#### *Guidelines for group timeline project*

*(More detailed guidelines will be handed out in a separate document)*

In groups of roughly 5 students, you will work together to produce a timeline based on historical research on a specific course topic (e.g., women and gender in psychology, psychoanalysis, race and racism etc.). Some examples of previous timelines that students have produced include the history of psychopathy; the development of the concept of trauma and PTSD; the history of madness and schizophrenia. The group's contributions must cover the major people, events and places that are relevant to each topic, and include text, pictures and other media, if available. In addition to including important people/events, the group must also tie these timeline events together in a coherent narrative of roughly 2 pages (600 words).

#### *Format for submission:*

- The timeline can be produced on PowerPoint or Prezi.
- In the last two weeks of class, each group will present their timelines to the class.

#### *Grading:*

- Timelines will be graded for coverage of the most important people, events and places relevant to their chosen topic – this doesn't have to be exhaustive, but it is important that you do not exclude major players/events in the history you are covering. There will also be points for presentation (e.g., images and other media used), as well as the quality of writing.

Peer grading:

- You will also be grading your peers' timeline contributions. Your rating and comments will contribute to 5% of your peers' timeline grade.
- Peers in groups will also rate each other's contributions; these ratings will be used to weight the percentage of the group grade allocated to each student in a group.

## **Course Resources and Schedule**

### **Required Texts:**

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

### **13 January Introduction and course overview**

- No readings

### **20 January What good is history?**

- Richards (2010) Chapter 1 (pp. 3-18).
- Brock, A. C. (2006). Rediscovering the History of Psychology: Interview with Kurt Danziger. *History of Psychology*, 9(1), 1-16.
- Crowe, M. J. (1991). [The History of Science: The Nature of the History of Science and Its Place in the Curriculum](http://users.clas.ufl.edu/ufhatch/pages/02-TeachingResources/crowe/crowe.html). Retrieved from <http://users.clas.ufl.edu/ufhatch/pages/02-TeachingResources/crowe/crowe.html>
- Mendelsohn, A. (2003). [Why study the history of science, medicine and technology? History Today](http://www.historytoday.com/andrew-mendelsohn/why-study-history-science-medicine-and-technology), 53(2). Retrieved from <http://www.historytoday.com/andrew-mendelsohn/why-study-history-science-medicine-and-technology>

### **27 January The beginnings of Psychology**

- Richards (2010), Chapters 2 – 4 (pp. 19-64)
- Danziger, K. (1997). *Naming the mind: How psychology found its language* (Chapters 1 and 3; pp. 1-20; 36-50). London: Sage.

### **3 February Behaviourism and cognitive psychology**

- Richards (2010), Chapters 5 & 7 (pp. 65-79; pp. 91-103)
- Harris, B. (1979). [Whatever happened to little Albert? American Psychologist](http://htpprints.yorku.ca/archive/00000198/01/BHARRIS.HTM), 34, 151-160. Available at <http://htpprints.yorku.ca/archive/00000198/01/BHARRIS.HTM>

### **10 February Psychoanalysis, madness and psychotherapy**

- Richards (2010), Chapter 15 (pp. 213-232).
- Hornstein, G. (1992). The return of the repressed: Psychology's problematic relationship with psychoanalysis, 1909-1960. *American Psychologist*, 47, 254-263.

- (Recommended) Kirmayer, L. J. (2007). Psychotherapy and the cultural concept of the person. *Transcultural Psychiatry*, 44(2), 232–257.

**17 February                      The internationalization of psychology**

- Staeuble, I. (2006). Psychology in the Eurocentric order of the social sciences: Colonial constitution, cultural imperialist expansion, postcolonial critique. In A. C. Brock (Ed.), *Internationalizing the history of psychology* (pp. 183-207). New York: New York University Press.

**24 February                      READING WEEK (no class)**

**3 March                              The new profession of psychology: psychological measurement & war**

- Richards (2010), Chapters 14, 19, 24 (pp. 195-212, 277-292, 367-376).
- Benjamin, L. T. (2014). *A brief history of modern psychology (2<sup>nd</sup> Ed)* (Chapter 9, pp. 160-181). Malden, MA: John Wiley & Sons.
- Herman, E. (1995). [The romance of American Psychology \(Chapter 2, pp. 18-48\)](http://ark.cdlib.org/ark:/13030/ft696nb3n8/). Berkeley: University of California Press. Available at <http://ark.cdlib.org/ark:/13030/ft696nb3n8/>

**10 March                            Psychology, gender and feminism**

*Fortieth class day (last day to drop courses)*

- Richards (2010), Chapter 18 (pp. 259-275).
- Furumoto, L., & Scarborough, E. (1986). Placing women in the history of psychology: The first American women psychologists. *American Psychologist*, 41(1), 35.
- Eagly, A. H., & Riger, S. (2014). Feminism and psychology: critiques of methods and epistemology. *The American Psychologist*, 69(7), 685–702.

**17 March                            Psychology, race and racism**

- Richards (2010), Chapter 23 (pp. 349-366).
- Teo, T. (2009). Psychology without Caucasians. *Canadian Psychology*, 50(2), 91-97.

**The rise of neuroscience**

- Richards (2010), Chapter 9 (pp. 119-130).
- Choudhury, S., Gold, I., & Kirmayer, L. J. (2010). From brain image to the Bush doctrine: critical neuroscience and the political uses of neurotechnology. *AJOB Neuroscience*, 1(2), 17-19.

**24 March                            Emotions and personality**

- Richards (2010), Chapters 11 and 12 (pp. 149-166; 167-182)
- Mills, C. (2015). Personality: Technology, commodity, and pathology. In I. Parker (Ed.), *Handbook of Critical Psychology* (pp. 61-69). London: Routledge.

**31 March                            Timeline presentations**

7 April

Timeline presentations

## **Course Policies**

### **Grading Policies**

See above.

### **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**

### **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. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: [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 March 10<sup>th</sup>. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendar](#)