

# PSYC\*3000, Course Outline: Fall 2017

## General Information

**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: Fall**

**Class Schedule and Location: M/W 1:00pm – 2:20pm; Macdonald Hall 149**

## Instructor Information

Instructor Name: Jeffery Yen

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

Office location and office hours: MCKN3015; Wednesdays 12-1pm, Thursdays 1-2pm

## GTA Information

Kaytlin Constantin: [kaytlin@uoguelph.ca](mailto:kaytlin@uoguelph.ca)

Sadie Goddard-Durant: [goddards@uoguelph.ca](mailto:goddards@uoguelph.ca)

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Office hours by appointment

## **Course Content**

### **Specific Learning Outcomes:**

After successful completion of this course, students should be able to:

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*)

### **Course Content:**

- Week 1 (11, 13 September) Introduction to the course: Why history and critique?
- Week 2 (18, 20 September) The origins of psychology; Is psychology universal?
- Week 3 (25, 27 September) "Schools" of psychology (behaviourism, gestalt, cognitive)
- Week 4 (2, 4 October) Psychology and war; Internationalisation of psychology
- Week 5 (11 October) Thanksgiving week (no Monday class – class moved to Friday Dec 1<sup>st</sup>); History of madness
- Week 6 (16, 18 October) Culture, mental health and psychotherapy
- Week 7 (23, 25 October) Psychology, gender and feminism
- Week 8 (30 Oct, 1 Nov) Psychology, race and racism
- Week 9 (6, 8 November) Biological, evolutionary and brain psychology
- Week 10 (13, 15 November) Happiness
- Week 11 (20, 22 November) Critical alternatives
- Week 12 (27 Nov, 1 Dec) Critical psychology; Course review

## Course Assignments and Tests:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers (10 x 8%)	Mostly Mondays by 5pm; See schedule below	80%	All
Participation in class discussion	N/A	20%	1, 2, 3, 4

### 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.

#### *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.

#### *Reflection papers (10x8%)* 80%

You are expected to submit one reflection paper for each class for which there are readings. Reflection papers are due on Mondays at 5pm the week after each set of Monday/Wednesday classes (e.g., your paper for classes on Sept 18<sup>th</sup> and 20<sup>th</sup> is due by Sept 25<sup>th</sup> at 5pm).

#### *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. This means you need to write a paper for every week of class (except Week 1 and Thanksgiving week).

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.
- 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.

## **Course Resources**

### **Required Texts:**

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

Available on library eReserve. Additional journal articles for required reading will be posted to CourseLink.

## **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. 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 November 3<sup>rd</sup>. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)