

Historical and Critical
Perspectives on Psychology
PSYC*3000
Winter 2020

Dr. Jeffery Yen

M/W 10:00am – 11:20am
MAC149

Only by exploring Psychology's origins and studying its development can we see clearly the nature of Psychology today (Duane & Sydney Schultz).

PSYC*3000 Historical and Critical Perspectives on Psychology

Course Outline – Winter 2020

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.

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 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*)

Credit weight

0.50 credits

Instructor information:

Instructor name: Dr. Jeffery Yen
Instructor email: ijen@uoguelph.ca
Office location: MCKN3015 Office hours: By appointment

GTA information:

Alexis Fabricius: afabrici@uoguelph.ca
Vivian Nelson: nelsonv@uoguelph.ca
Carolyn Crawford: ccrawf11@uoguelph.ca

Class schedule and location

Mondays and Wednesdays, 10:00am – 11:20am, Macdonald Hall 149 (MAC149)

Required texts

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

Students will also read extensively from a selection of journal articles and book chapters that will be made available on CourseLink.

Course topics and schedule:

Please see the attached course Reading List. **This is a reading-intensive course.**

Course Assignments and Tests:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers (9 x 7%)	Fridays by 8pm; See schedule below	63%	All
Final exam (take-home)	Wednesday, April 3 rd , 8pm	17%	1, 2, 3, 4
Participation in class discussion	N/A	20%	1, 2, 3, 4

Additional Notes:

Reflection papers (9x7%)

63%

You are expected to submit 9 reflection papers over the course of the semester. Reflection papers are due on Fridays by 8pm (see the schedule below).

Guidelines for reflection papers

The main aim of the reflection papers is to provide you with a written means of engaging with the readings and class discussions. Reflection papers are written in response to readings and class discussions that have already taken place, and are submitted by the end of the 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 courses you are taking, or 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 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 is **not required**, but necessary if you want to cite other materials
- Length is 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.

Final exam (take home)

17%

In Week 11 of the course (1st of April) you will write a final take-home exam. Using CourseLink, the exam question(s) will be given to you at 8:00am on April 1st, and the completed exam is due on April 3rd by 8:00pm.

Exam format

The exam will be essay-based, in which you will respond to questions asking you to take stock of and integrate what you have learned in the course. Your exam response should be no longer than 1000 words. You are free to consult your readings, notes, class discussions, reflection papers and additional research to answer the exam questions. While you may discuss the exam with your classmates, your exam response must be your own. We will be on the lookout for plagiarism. There will be no class on Wednesday April 1st, but your TAs will be available for consultation in MAC149 during regular class time.

Participation in discussions

20%

You will be assessed on the 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.

Course Schedule and Paper Due Dates

Week 0 (6, 8 January)	Introduction to the course
Week 1 (13, 15 January)	Why history and critique? The origins of psychology Paper 1 due Jan 17th
Week 2 (20, 22 January)	Is psychology universal? Where do variables come from? Paper 2 due Jan 24th
Week 3 (27, 29 January)	“Schools” of psychology (behaviourism, cognitive psychology) Paper 3 due Jan 31st
Week 4 (3, 5 February)	Psychology and war; Internationalisation of psychology Paper 4 due Feb 7th
Week 5 (10, 12 February)	Culture, mental health and psychotherapy Paper 5 due Feb 14th
Reading Week (17, 19 February)	
Week 6 (24, 26 February)	Psychology, gender and feminism Paper 6 due Feb 28th
Week 7 (2, 4 March)	Psychology, race and racism Paper 7 due March 6th
Week 8 (9, 11 March)	Biological and brain psychology Paper 8 due March 13th

Week 9 (16, 18 March)

Measurement; Qualitative Research
Paper 9 due March 20th

Week 10 (23, 25 March)

Problems with psychologism and some alternatives

Week 11 (30 March, 1 April)

Critical psychology
TAKE-HOME Final Exam due April 3rd

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 accessibility@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 April 3rd. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendar](#)

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Winter 2020

Reading list and course schedule

Readings are a selection from the following sources:

1. Your prescribed text: Richards, G. (2010). *Putting psychology in its place: Critical historical perspectives, (3rd Ed)*. New York: Routledge.
2. Journal articles and book chapters (posted on Courselink or available as eResource).

Week 0 Introduction to the course

08/01 No readings

Week 1 Why history and critique? The origins of psychology

13/01 Richards (2010). Chapter 1: Introduction: Psychology and history (pp. 1-18).
Benjafield, J. (2015). Chapter 1: Psychology and history (pp. 1-15).
15/01 Richards (2010). Chapters 2 – 3

Week 2 Is psychology universal? Where do variables come from?

20/01 Danziger, K. (2009). The holy grail of universality. In T. Teo, P. Stenner & A. Rutherford, (Eds), *Varieties of Theoretical Psychology* (pp. 2-11). Toronto: Captus Press.
22/01 Danziger, K., & Dzinis, K. (1997). How psychology got its variables. *Canadian Psychology/Psychologie Canadienne*, 38(1), 43–48.

Week 3 “Schools” of psychology: behaviourism, cognitive psychology

27/01 Richards (2010). Chapter 5: Behaviourism
Harris, B. (1979). Whatever happened to little Albert? *American Psychologist*, 34, 151-160.
29/01 Richards (2010). Chapter 7: Cognitive psychology (pp. 91-104)

Week 4 Psychology and war; Internationalisation of psychology

03/02 Richards (2010). Chapter 24: Psychology and war (pp. 367-376)
Pickren and Rutherford (2010). Chapter 9: The golden age of American psychology (pp. 208-237).
04/02 Pickren and Rutherford (2010). Chapter 10: Internationalization and indigenisation of psychology after World War II (pp. 238-261).

Week 5 Culture, mental health and psychotherapy

- 10/02 Richards (2010). Chapter 15: Psychology, madness, and the meanings of psychological distress (pp. 215-232).
Madsen, O. J. (2015). Psychotherapists: Agents of change or maintenance men? In I. Parker (Ed.) *Handbook of Critical Psychology* (pp. 222-230). London: Routledge.
- 12/02 Kirmayer, L., Simpson, C., & Cargo, M. (2003). Healing traditions: Culture, community and mental health promotion with Canadian Aboriginal peoples. *Australasian Psychiatry*, 11(sup1), S15-S23.

READING WEEK (17, 19 February)

Week 6 Psychology, gender and feminism

- 24/02 Richards (2010). Chapter 18: Psychology and gender (pp. 259-276).
Furumoto, L., & Scarborough, E. (1986). Placing women in the history of psychology: The first American women psychologists. *American Psychologist*, 41(1), 35-42.
- 26/02 Rutherford, A., Vaughn-Blount, K., & Ball, L. C. (2010). Responsible opposition, disruptive voices: Science, social change, and the history of feminist psychology. *Psychology of Women Quarterly*, 34(4), 460-473.

Week 7 Psychology, race and racism

- 02/03 Richards (2010). Chapter 23: Psychology and 'race' (pp. 349-366).
04/03 Teo, T. (2009). Psychology without Caucasians. *Canadian Psychology*, 50(2), 91-97.

Week 8 Biological and brain psychology

- 09/03 Richards (2010). Chapter 9: Psychology and the brain (pp. 119-130).
11/03 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.
O'Connor, C., Rees, G., & Joffe, H. (2012). Neuroscience in the public sphere. *Neuron*, 74(2), 220-226.

Week 9 Measurement; Qualitative Research

- 16/03 Richards, G. (2010). Chapter 19. Some problems with measurement. (pp. 279-292).
18/03 Michell, J. (2004). The place of qualitative research in psychology. *Qualitative Research in Psychology*, 1(4), 307-319.

Week 10 **Problems with psychologism and some alternatives**

23/03 Sugarman, J. (2017). Psychologism as a style of reasoning and the study of persons. *New Ideas in Psychology, 44*, 21–27.

25/03 Martin, J. (2017). Studying persons in context: Taking social psychological reality seriously. *New Ideas in Psychology, 44*, 28–33.

Week 11 **Critical psychology**

30/03 Teo, T. (2009). Philosophical concerns in critical psychology. In D. Fox, I. Prilleltensky, & S. Austin (Eds.), *Critical psychology: An introduction (2nd Ed)* (pp. 36-53). London: Sage.

01/04 TAKE-HOME Final Exam due 8pm April 3rd