

PSYC*3000-02

Historical and Critical Perspectives on Psychology

Course Outline – Winter 2021

General Information

DUE to the ongoing COVID-19 pandemic, this course is offered in an alternative format.

Alternative Delivery Synchronous – AD-S Virtual

Wednesdays, 2:30pm – 5:20pm; Remote delivery via Zoom and CourseLink.

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

0.50 credits

Instructor information

Instructor name: Dr. Jeffery Yen

Instructor email: iyen@uoguelph.ca

Office hours: Tuesdays, 1pm – 2pm: <https://zoom.us/j/99453965913>

GTA information

TBA

Communication Policy

If you have questions about the course, please ask them either **during class, before class, after class**, or on the **CourseLink Discussion Forum**. That way we can reduce email traffic and pool our collective wisdom. If you would like to have a one-on-one conversation, please see me **during my office hours**. Because of extremely high email volume during term, I will not respond to emails relating to course content or assignments that are covered in the course outline or were discussed in class.

If you absolutely must send an email about course, grading or assignment issues, please first direct your queries to the TAs (according to your last name). If they are unable to answer your questions they will forward your email to me.

Class schedule and location

DUE to the COVID-19 pandemic, this course is offered in an alternative format: Alternative Delivery Synchronous – AD-S Virtual

Wednesdays, 2:30pm – 5:20pm; Remote delivery via Zoom and CourseLink.

To access Zoom and join class meetings:

1. Sign into CourseLink
2. Click “Content”
3. Click the “Zoom” sub-module

Course topics and class schedule:

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

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 learning objectives

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. 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 small group, class and asynchronous discussions and written responses to readings and lecture material. (*Psychology LOs: 4.1, 4.2, 4.3, 4.4*)

- Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks. (*Psychology LOs: 5.5*)

Course Topics

- Why history and critique? The origins of psychology
- Is psychology universal? Where do variables come from?
- **“Schools” of psychology (behaviourism and cognitive psychology)**
- Psychology and war; Internationalisation of psychology
- Culture, mental health and psychotherapy
- Psychology, gender and feminism
- Psychology, race and racism
- Biological and brain psychology
- **Measurement; Qualitative Research**
- What is Psychology? What is a person?
- Critical psychology

Course Assignments and Tests:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers (8 x 10%)	Mondays by 12pm; See class schedule	80%	All
Participation in class discussion	N/A	20%	1, 2, 3, 4

Additional Notes:

Reflection papers (8 x 10%)

80%

You are expected to submit 8 reflection papers over the course of the semester. Reflection papers are due on Mondays by 12pm (noon) (see the class schedule) and are **written on the previous week’s topic**.

Please note: You may choose to submit up to 10 reflection papers. At the end of the semester the 8 highest grades will count toward your final grade.

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 due the Monday after the preceding Wednesday class.

- Your papers should show an attempt to understand the material accurately, but should not merely be a summary of course material – they should be a **response**.
- 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 only necessary if you want to cite materials **other than those on your reading list**.
- 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.

Participation in discussions

20%

You will be assessed on the quality of meaningful engagement in class discussions. 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.

Because of COVID-19 restrictions, class discussions will take place using the following alternative platforms:

1. **On Zoom during class time:** Class time will alternate between full-class and small-group discussions using breakout rooms.
 - a. The TAs and I will drop in to breakout rooms to observe and help facilitate discussions.
 - b. Please note that due to class size, the chat function will be disabled so as to avoid distraction.

2. **Discussion forums on Courselink:** Discussion questions and topics will be posed for each week's readings.

Course Policies

Grading Policies

See above.

Re-Grading of Assignments Policy

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dissatisfied, 2) they can request from the instructor that another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

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. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

Student Rights and Responsibilities when Learning Online

Privacy Rights

Lectures held via Zoom may be recorded for the purpose of later review. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

Recording of Lecture Materials

The University of Guelph's primary mode of course delivery has shifted from face-to-face instruction to remote and online learning due to the ongoing COVID-19 pandemic. As a result, some learning activities (e.g., synchronous lectures or student presentations) may be recorded by faculty, instructors and TAs and posted to CourseLink for grading and dissemination; students may be recorded during these sessions.

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other "live" course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

University Policies

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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 12, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).