

PSYC*6900, Course Outline: Winter 2022

General Information

DUE to the ongoing COVID-19 pandemic some courses are being 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: Philosophy and History of Psychology as a Science

Course Description:

In this course we will view the discipline of Psychology as concrete human activity located in a specific time and place. That is, we will try to understand Psychology in terms of the “mangle” of people, ideas and technologies that make it up.

We will try to answer questions like, “What is Psychology?”, “How did it develop into what it is today?”, “What are the core assumptions underlying Psychological knowledge?”, and “What role does Psychology play in our cultural self-understanding?” We will look at how Psychology developed, as a form of knowledge and as a profession, in relation to politics, war, social structure, new technologies and influential personalities, as well as the key theoretical and methodological debates that developed over its history.

This course will provide a critical historical overview of the development of Psychology in North America and Europe, and its dissemination around the world. It is not a history in the conventional sense of a chronological account of events in Psychology, but rather an historical and critical approach to the central theories, topics and practices of Psychology.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: W22

Class Schedule and Location: MCKN307, Thursdays, 11:30am-2:20pm

Instructor Information

Instructor Name: Dr. Jeffery Yen

Instructor Email: jyen@uoguelph.ca

Office location and office hours: MCKN3015, by appointment

Course Content

Specific Learning Outcomes:

By the end of the course, you should be able to:

1. Understand and articulate the value of historical and theoretical analysis in Psychology.
2. Compare and contrast “natural science” and “human science” approaches to Psychology.
3. Describe the internal and external factors that led to the development of Psychology and its major schools/fields.
4. Reflect on the historicity of the theories and methods you employ in your own research.
5. Reflect on and situate your own research in relation to contemporary society.

Lecture Content:

The course will be presented in seminar format, with an emphasis on intensive reading, and open and active discussion. Students will also be asked to give presentations and lead discussions in class. PLEASE NOTE: This is a **reading-intensive** course.

Jan 13th – Introduction and course overview

Jan 20th – Why (and how) do we do history?

Jan 27th – The beginnings of psychology. What is Psychology?

Feb 3rd – Human science, or natural science? Experiments and origin myths

Feb 10th – Psychoanalysis, “madness” and psychotherapy

Feb 17th – The new profession of Psychology: War and Industrial Psychology

Feb 24th – WINTER BREAK

Mar 3rd – The internationalization of Psychology

Mar 10th – Psychology, gender, and feminism

Mar 17th – Psychology, race, and racism

Mar 24th – Cognition and the rise of neuroscience

Mar 31st – Psychology’s crises

Apr 7th – “What is Psychology?” (or, what should it be?) revisited.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reader response essays (4 x 15%)	n/a	60%	1,2,3,4,5
Take-home test		20%	1,2,3
Discussion leading and participation		10%	1,2,3,4,5
Presentation on own research		10%	4,5

Reader response essays (~1000 words in length)

These essays should provide a tightly argued response to the readings for that week. They should rely on a close reading of the texts. At the start of term, students will sign up for their four weeks to submit a response essay. Feel free to comment on the texts' relevance to your own thinking and research interests, and do not merely summarise material. Essays will be due 24 hours before each class, and must be uploaded to the folder on MS Teams.

Take-home test (24 hours)

At the end of the course, you will write a take-home test, involving essay questions based on the class readings, lectures and discussion.

Discussion leading and participation

Each week a student will take turns in preparing discussion questions for the group, and leading the class discussion. Please sign up for your week in the first class.

Presentation on own research (10 minutes)

Over the course of the semester, students will each give a presentation related to their own areas of research. The aim of the presentations is to provide students with the opportunity to consider how critical, theoretical and/or historical perspective can enrich, broaden, question the assumptions, etc. of your own area of research interest. Please sign up for your week in the first class (maximum of 2 per class).

Course Resources

Required Texts:

Pickren, W. E. & Rutherford, A. (2010). A history of modern psychology in context. New Jersey: Wiley.

- E-book is available at the University Library.
- There is additional required reading that I will post to MS Teams.
- Please see the accompanying reading list for details.
- TIPS for effective reading:
 - The readings for this course are predominantly historical and philosophical and it is possible that you will be unfamiliar with these genres. Unlike the empirical literature, it is not possible to skim these and grasp their arguments. To read effectively for this course, budget enough time to read slowly and look things up.
 - Don't be discouraged if you initially find the papers difficult to understand. Our class discussions (and your writing assignments) will be an opportunity to clarify and deepen your understanding of these papers.

Course Policies

Grading Policies

Graduate Grade interpretation

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, changes in classroom protocols, and academic schedules. 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. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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

Grounds for Academic Consideration

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 [Graduate Calendar](#):

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 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: March. 28th – April 08th. 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 April 08, 2022. 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 Graduate Calendar](#)