

Historical and Critical Perspectives on Psychology PSYC*3000-01 Fall 2022

Dr. Jeffery Yen

T/Th 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 - Fall 2022

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: By appointment, on MS Teams

GTA information

Martina Faitakis mfaitaki@uoguelph.ca
Laureen Owaga lowaga@uoguelph.ca
TBD

Communication Policy

If you have questions about the course, please ask them either **during class, before class, or after class**. If you would like to have a one-on-one conversation, please make an appointment to see me. 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

Tuesdays and Thursdays 10am – 11:20am in MAC 149.

Required texts

Richards, G. & Stenner, P. (2022). *Putting psychology in its place: Critical historical perspectives*, (4th 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 Content

Course topics and schedule:

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

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 small group, class and asynchronous 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 Assignments and Tests:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers (6 x 10%)	Mondays by 8pm; See class schedule	60%	All
Mid-term exam (take-home)	Monday, Nov 21 st , by 8pm	20%	1, 2, 3, 4
Participation in class discussion	End of term	20%	1, 2, 3, 4

REFLECTION PAPERS (6 X 10%)

60%

You are expected to submit 6 reflection papers over the course of the semester. Reflection papers are due on Mondays by 8pm (see the class schedule) and are **written on the previous week's topic**. **Please note:** You may submit more than 6 (up to 9) reflection papers. They will be graded, but only the 6 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 from the previous week, and are due the Monday after the preceding Tues/Thurs classes.

- Your task is not to summarize the week's readings, but rather to critically and creatively engage with, and make sense of, the ideas and topics raised for the week. Here are some ideas that can help you focus your paper:
 - Engage with (respond to, relate to, discuss, debate, compare, refute etc.) the authors' ideas or arguments
 - Reflect on your learning: How has your thinking changed? What assumptions did you have that were challenged? What has been tricky, disturbing, upsetting, complicated, confusing, etc.?
 - Make connections between weekly readings or with other courses you are taking, your experiences or with current events
 - Explore how critical historical perspectives challenge your understanding of psychology
 - Explore how the readings relate to your own research and thinking
 - Make an attempt to articulate your understanding of a particular idea, concept, issue or argument from the readings (while being honest about what you are struggling to understand).
- It will not be possible to do all of this in one paper, and in fact, it may be better to choose one of these as a focus for your paper for the week.
- 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.
- The TAs will look for evidence that you have read and thought about the course material when grading your papers, so read the papers deeply and perhaps even more than once, take notes, highlight passages that are interesting or intriguing, write out questions or connections in the margins, and use these to help you identify potential topics to explore in your reflection 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.

MID-TERM EXAM (TAKE HOME)

20%

In the week of 15-21 November, you will write a mid-term take-home exam. Using Courselink, the exam question(s) will be posted at 8:00am on Nov 15th, and the completed exam is due on Nov 21st by 8:00pm. Please submit your exam to the appropriate Dropbox folder on Courselink.

Exam format

The exam will be an essay 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 1200 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 Tuesday Nov 15th, but on Thursday Nov 17th your TAs will be available for consultation in MAC149 during regular class time.

PARTICIPATION IN DISCUSSIONS

20%

You are expected to have completed the readings before coming to class.

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. You will receive qualitative feedback on your participation grade after the fall study break (Oct 13th), which will give you an indication of how you are doing.

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 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 December 2, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

PSYC*3000-01 Historical and Critical Perspectives on Psychology

Fall 2022

Reading list and class schedule

Readings are a selection from the following sources:

1. Your prescribed text: Richards, G. & Stenner, P. (2022). *Putting psychology in its place: Critical historical perspectives, (4th Ed)*. New York: Routledge.
2. Journal articles and book chapters (posted on Courselink or available as eResource).

Date	Topic/Assignment	Readings
8 Sep	Introduction to the course	N/A
13 Sep	Why history and critique? The origins of psychology	Richards & Stenner (2022). Chapter 1: Introduction: Psychology and history Benjafield, J. (2015). Chapter 1: Psychology and history
15 Sep	Why history and critique? The origins of psychology	Richards & Stenner (2022). Chapter 2: Psychology 1600-1850 Danziger, K. (1997). Naming the mind: How psychology found its language (pp. 1-14).
20 Sep	Frameworks and methods in Psychology – where did they come from?	Richards & Stenner (2022). Chapter 3: Founding psychology
22 Sep	Frameworks and methods in Psychology – where did they come from?	Danziger, K., & Dzinis, K. (1997). How psychology got its variables. <i>Canadian Psychology/Psychologie Canadienne</i> , 38(1), 43–48.
26 Sep	Paper 1 due by 8pm (based on readings/class from previous 2 weeks)	
27 Sep	“Schools” of psychology: behaviourism, cognitive psychology, and origin myths	Richards & Stenner (2022). Chapter 5: Behaviourism Harris, B. (1979). Whatever happened to little Albert? <i>American Psychologist</i> , 34, 151-160.

29 Sep	"Schools" of psychology: behaviourism, cognitive psychology, and origin myths	Richards & Stenner (2022). Chapter 7: Cognitive psychology
3 Oct	Paper 2 due by 8pm	
4 Oct	Wartime Psychology and Psychology's Golden Age	Richards & Stenner (2022). Chapter 24: Psychology and war
		Pickren & Rutherford (2010). Chapter 9: The golden age of American psychology (pp. 208-237).
6 Oct	Wartime Psychology and Psychology's Golden Age	Pickren & Rutherford (2010). Chapter 10: Internationalization and indigenisation of psychology after World War II (pp. 238-261).
10 Oct	Paper 3 due by 8pm	
11 Oct	<i>No class (Fall study break day)</i>	
13 Oct	<i>No class</i>	
18 Oct	Culture, colonialism, and mental health	Richards & Stenner (2022). Chapter 15: Psychology, madness, and the meanings of psychological distress
		Madsen, O. J. (2015). Psychotherapists: Agents of change or maintenance men? In I. Parker (Ed.) Handbook of Critical Psychology (pp. 222-230). London: Routledge.
20 Oct	Culture, colonialism, and mental health	Clegg, D. & Marker, M. (2021). The Metaphysics of Counselling History on Colonized Land/La métaphysique de l'histoire du counseling en territoire colonisé. Canadian Journal of Counselling and Psychotherapy, 55(2), 232–257.
24 Oct	Paper 4 due by 8pm	
25 Oct	Psychology, gender and feminism	Richards & Stenner (2022). Chapter 18: Psychology and gender
		Furumoto, L., & Scarborough, E. (1986). Placing women in the history of psychology: The first American women psychologists. American Psychologist, 41(1), 35-42.
27 Oct	Psychology, gender and feminism	Rutherford, A., Vaughn-Blount, K., & Ball, L. C. (2010). Responsible opposition, disruptive voices: Science, social change, and the history of feminist

		psychology. <i>Psychology of Women Quarterly</i> , 34(4), 460–473.
31 Oct	Paper 5 due by 8pm	
2 Nov	Psychology, race and scientific racism	Richards & Stenner (2022). Chapter 23: Psychology and ‘race’
	Psychology, race and scientific racism	Winston, A. S. (2020). Scientific racism and North American psychology. In <i>Oxford Research Encyclopedia of Psychology</i> . https://doi.org/10.1093/acrefore/9780190236557.013.516 .
7 Nov	Paper 6 due by 8pm	
8 Nov	Biological and brain psychology	Richards & Stenner (2022). Chapter 9: Psychology and the brain
10 Nov	Biological and brain psychology	Choudhury, S., Gold, I., & Kirmayer, L. J. (2010). From brain image to the Bush doctrine: critical neuroscience and the political uses of neurotechnology. <i>AJOB Neuroscience</i> , 1(2), 17-19.
		O’Connor, C., Rees, G., & Joffe, H. (2012). Neuroscience in the public sphere. <i>Neuron</i> , 74(2), 220–226.
14 Nov	Paper 7 due by 8pm	
15 Nov	<i>No class</i>	
17 Nov	<i>TA consultation</i>	
21 Nov	Take home mid-term exam due by 8pm	
22 Nov	Problems of measurement; Qualitative Research	Richards & Stenner (2022). Chapter 19: Psychometrics and the problem of measurement
24 Nov	Problems of measurement; Qualitative Research	Schiff, B. (2018). Understanding Psychology, Differently. In B. Schiff (Ed.), <i>Situating Qualitative Methods in Psychological Science</i> (pp. 85–99). London: Routledge.
28 Nov	Paper 8 due by 8pm	
29 Nov	What is Psychology the study of?	Mascolo, M. F. (2017). How objectivity undermines the study of personhood: Toward an intersubjective epistemology for psychological science. <i>New Ideas in Psychology</i> , 44, 41–48.

		Martin, J. (2017). Studying persons in context: Taking social psychological reality seriously. <i>New Ideas in Psychology</i> , 44, 28–33.
1 Dec	Critical psychology	Teo, T. (2009). Philosophical concerns in critical psychology. In D. Fox, I. Prilleltensky, & S. Austin (Eds.), <i>Critical psychology: An introduction</i> (2nd Ed) (pp. 36-53). London: Sage.
5 Dec	Paper 9 due by 8pm	