

PSYC*3000 - Historical and Critical Perspectives on Psychology

Fall 2024 Course Outline

Section: 01

Credits: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar 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 scientific status, the assumptions embedded in psychological theory and research methodology, social constructionism, free will/agency, and the relations between psychology, power, ethics, and politics.

Prerequisite(s): PSYC*2070, PSYC*2360, (3 of PSYC*2020, PSYC*2310, PSYC*2330, PSYC*2390, PSYC*2410, PSYC*2450, PSYC*2650, PSYC*2740)

Restriction(s): Restricted to BAH.PSYC, BAH.PSYC:C, BAG.PSYC

Department(s): Department of Psychology

Course Description

This is a discussion-based course. Therefore, there will be no formal lectures. It is expected that all students have prepared for class by studying the assigned readings and are ready to discuss them and ask questions about them in class.

Topics that will be discussed include:

- Why history and critique?
- The origins of psychology; Is psychology universal?
- "Schools" of psychology (behaviourism, gestalt, cognitive)
- Psychology and war; Internationalisation of psychology
- Psychology, agency and freewill
- Culture, mental health and psychotherapy
- Psychology, gender and feminism
- Psychology, race and racism
- Biological and brain psychology
- Epistemology and social constructionism
- Methods and variables
- Language and qualitative approaches

Lecture Schedule

TuTh 2:30pm-3:50pm in MAC*149 (9/5 to 12/13)

Instructor Information

Kieran O'Doherty

Email: odohertk@uoguelph.ca

Additional Support

TAs:

Jonathan Jones Dos Santos Pereira (dossantj@uoguelph.ca)

Nikita Gaikwad (ngaikw01@uoguelph.ca)

Laureen Owaga (lowaga@uoguelph.ca)

Learning Resources

Course Resources

All readings for the course are provided on CourseLink. Please check the course schedule for when readings will be discussed in class. Students are expected to have read relevant readings before class and be prepared to discuss them.

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Course Level 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 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)

Lab / Seminar Schedule

See schedule posted in CourseLink

Teaching and Learning Activities

All classes will be offered in a modified seminar format. Typically, classes begin with opening remarks from the instructor who will provide background on the readings. Next, students will be divided into small groups to discuss the readings in depth. Students are required to have completed the readings prior to class so that they can discuss them in detail. The instructor and TAs will visit the groups to check in on or direct the discussions and raise questions as needed. Toward the end of class, we will reconvene as a large group to share our insights and consider the implications of the topic.

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. It is important that you are prepared for discussions by doing all required readings ahead of time, and engaging in conversation with your fellow students. You may agree or disagree with each other, and it is important that conversations are conducted respectfully, coherently and reflexively.

Always be prepared by reading relevant materials before class!

Course Outline Quiz 2%

There will be an online quiz in the first week of class to test your knowledge of the Course Outline. Please make sure to complete the quiz by the deadline to ensure that you receive credit.

In-class knowledge checks 20%

In each class there will be a short quiz based on the content of readings done for that class. Each quiz counts for 1% of the final grade. The top 20 quizzes will be counted. There will be a total of 23 quizzes offered.

Group discussion notes 18%

In most classes you will be engaging in group discussion of 4-5 students. During these discussions one or more group members will be taking discussion notes. At the end of class, these discussion notes will be uploaded to CourseLink for grading. Although it is ok to share discussion notes with your group members, each student must upload a copy of the group discussion notes themselves to receive a grade. Make sure that the name and student number of everyone in your group is on the report you submit. Each discussion note counts 1% toward your final grade.

Reflection papers (6x10%) 60%

You are expected to submit 6 reflections papers over the whole course. Reflection papers are due on Mondays at 5pm the week after each set of Tuesday/Thursday classes (e.g., your paper for classes on September 17th and 19th is due by September 23rd at 5pm).

Note that you can choose to submit more than 6 reflection papers. If you do submit more than 6 reflection papers, the 6 papers with the highest grades will be used to calculate your grade.

Please do not ask for extensions on Reflection Papers (they will not be granted). There are 10 possible reflection papers to write, and you only have to do 6. Make sure you start early so that you don't run into unforeseen difficulties later on. You are expected to manage your time effectively.

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. The reflection papers should not be summaries of the readings. The reflection papers are about considering the *implications* of the readings for you personally, for psychology as a discipline, for psychological practice, for psychological research, or for any other group of individuals that may be relevant to consider for that week's readings.

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. In all reflection papers, make sure that your insights are grounded in the course readings.

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.

Possible prompts to guide your reflections:

- What assumptions did you have about this topic before the readings – did they change? Stay the same? Why?
- How do the author's ideas offer new perspectives or provoke fresh thinking for you? Why does this matter?
- How do the readings connect with or challenge your other course content, your experiences, or current events? What is the relevance of this to psychology?
- How is the course re-shaping your understanding of psychology?
- Explore your reactions to the readings—what surprised or inspired you? Why do these reactions matter?
- Discuss the importance of studying the history of psychology or how critical perspectives challenge or enhance your views with respect to that week's topic.
- Discuss concepts or content that you find challenging.
- Consider how the readings might influence your research or study interests, both now and in the future.

Note that you do not need to use any of these prompts in your writing. If you do draw from this list, it is likely you will only be able to answer one or two in your paper.

Format for submissions:

- APA referencing not required, but ok if you want to cite other materials
- Refer to ideas in the readings without providing lengthy summaries
- 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.

Assessment Breakdown

{NOTE: instructor can add another row by hitting "TAB" button when they are at the end of the row}

Description	Weighting (%)	Due Date
Course outline quiz	2%	Sept 13, 5pm
Content check quizzes	20%	in class
Group discussion notes	18%	in class
Critical Reflection papers	60%	Mondays by 5pm (see schedule)

Assessment Details

Last Day to Drop Course

The final day to drop Fall 2024 courses without academic penalty is the last day of classes: **November 29**

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Grading Policies

Requests for accommodations and extensions

You only need to submit 6 reflection papers out of a possible 10. For this reason, no extensions on individual reflection papers will be permitted.

It is an expectation in this course that you attend classes. Knowledge quizzes and discussion notes are done in class and are worth 1% each. You can miss 3 classes and still achieve full marks for these course components. This is an automatic accommodation to account for occasional illness or other reasons. For this reason, please do not ask for accommodation for missing 1 class on the grounds that you have already missed 3 classes previously. If you miss more than 3 classes, this will affect your grade. Work conflicts are not an acceptable reason for not participating in class.

Late Assignment

10% subtracted for each day late up to a maximum of 3 days (after that assignments receive an automatic zero).

Course Standard Statements

Course Policies

How to ask questions about the course

Before asking a question about the course, please check the Course Outline. If you cannot find the answer, you may ask questions in the "Discussion" part of CourseLink. You can also ask questions either during class, before class, or after class. If you would like to have a one-on-one conversation, please see me during my office hours. In general, please do not ask questions via email. Because of extremely high email volume, I will not respond to emails relating to course content, exam format, or assignments that are covered in the course outline or were discussed in class. Please do not expect the TAs or me to answer emails in the evenings or on weekends.

ChatGPT

The use of ChatGPT or other text generators is not permitted in this course. The objectives of this course are to develop skills in critical reasoning and development of reasoned arguments. The critical reflections you will be writing are the key activity to achieve this. Use of automated text generators prevents development of these skills. Use of ChatGPT or other text generators in this course will be considered *Academic Misconduct*.

CSAHS Academic Misconduct Policy

The *Academic Misconduct Policy* is detailed in the Undergraduate Calendar. 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.

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.

Instructors shall not determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors can determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct.

Standard Statements for Undergraduate Courses

Academic Integrity

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 (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available

in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

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).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>)