

PSYC*3000, Course Outline: Fall 2024

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.**

Course Title: PSYC*3000 Historical and Critical Perspectives on Psychology

Course Description:

The purpose of this course is to introduce students both to the history of psychology, and to critical perspectives on the discipline and its methods. This includes: 1) learning about some of the key moments in the discipline's history, 2) evaluating basic values and assumptions underlying contemporary psychology by drawing on historical, theoretical, and philosophical lenses, and 3) investigating historical and current controversies. Topics may include the question of psychology's universality and scientific status, the assumptions embedded in psychological theory and research methodology, the ethics of psychological research, the relations between psychology, the military and politics, how gender and race have been shaped by psychological work, the role of digital technologies, etc.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2024

Class Schedule and Location: Tuesdays and Thursdays from 5:30-6:50pm in MAC 149

Instructor Information

Instructor Name: Alexis Fabricius

Instructor Email: afabrici@uoguelph.ca

Office location and office hours: TBD

GTA Information

GTA Name: TBD

GTA Email:

GTA office location and office hours: By appointment

Course Content

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. **Analyze, 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)**

Seminars:

The course will follow a modified seminar format, designed to foster deep engagement with the material and encourage active participation.

- **Lecture Introduction: Each class will begin with a lecture, providing essential context and background for the assigned readings. This will set the stage for the day's discussions.**
- **Discussion Groups: Following the lecture, students will break into smaller discussion groups. These groups will tackle specific discussion questions/class activities aimed at deepening understanding of the material and sparking ideas for reflection papers.**
- **Large Group Reconvening: When time allows, we will reconvene as a full class to share insights from the smaller group discussions. This large-group exchange will help us collectively explore the broader implications of the topic.**

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Course outline quiz	Due Sept 12	2%	5
In-class knowledge checks	Every class	18%	1, 2, 3, 4, 5
Critical reflections x7	Mondays by 8pm to Dropbox (see schedule)	80%	1, 2, 3, 4, 5

Additional Notes (if required):

Course outline quiz – 2% - Quiz available Sept 5 at 12:01am-Sept 12 at 11:59pm

- **Using your course outline, you will complete a quiz on the structure of the course**
- **Up to five (5) attempts permitted**

In-class knowledge-checks – 18% - Every class

- **Format: In-class knowledge checks will take various forms (e.g., quizzes, submission of discussion notes from group or paired work, in-class activities) and occur in every class**

- **Purpose:** Encourage consistent and thorough reading of the assigned material; reinforce understanding of the content; support preparation for reflection papers
- **Preparation:** Students must complete assigned readings before coming to class.
- **Grading:** Each knowledge check is worth 1% of your final grade. The top eighteen (18) marks will count toward your final grade.

Critical reflection papers – 80% - Due Mondays by 8pm (see schedule)

Schedule and Number of Papers

- **Submission Requirements:** Students are required to submit seven (7) critical reflections throughout the course. At least two (2) of these must be submitted before the Fall reading break (see the course schedule for specific due dates).
- **Grading Flexibility:** The top seven (7) critical reflection grades will count toward your final grade. You may submit additional papers if you wish, and the highest grades will be counted.

Aim of the Critical Reflections

- **Critical reflections are concise, well-written papers in which you engage with the week's assigned readings and consider the implications and/or significance of the authors' arguments.**
 - **Purpose:** The reflections are about critically reflecting on the implications/significance of the readings for you personally (e.g., how they challenge your assumptions or previous learning about the topic), for psychological research, for science, or for any other group of individuals that may be relevant to consider for that week's readings.
 - **Focus:** There is no strict rule for how to write your papers. However, note that these papers are not summaries or mini essays where you agree or disagree with the authors and present arguments. It is expected that reflections stay focused on the week's readings.
 - **Relevance:** While personal insights are welcome, ensure that your reflections are anchored in the readings and are related to the field of psychology. For example, if we are discussing racism in psychology, your paper should not focus on racism in general, but on racism within the discipline as discussed in the readings.
- **Consider the following prompts to guide your reflections:**
 - **What assumptions did you have about this topic before the readings – did they change? Stay the same? Why?**
 - **How does 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 shocked, intrigued, 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.

Rubric and Quality: See rubric posted on Courselink

TA Feedback: TAs will provide feedback on your papers. Carefully read and incorporate this feedback into future submissions.

Format

- *Due Date: Mondays by 8 PM, unless otherwise indicated (see the schedule).*
- *Length: 600 – 900 words.*
- *Formatting:*
 - *Double-spaced, 12 pt font.*
 - *No title or title page; use author last names instead of full article titles.*
 - *APA 7 referencing is required for any sources beyond the assigned readings.*
 - *Acceptable file formats: .doc, .docx, .pdf, .rtf.*
- *Submission: Submit via CourseLink Dropbox. Double-check that your file has uploaded and is submitted to the correct week.*

Course Resources

Required Texts:

Readings will be available on the class Courselink page.

Course Policies

Grading Policies

Lateness - 10% per day will be deducted for papers handed in late. Once an assignment is three (3) days late, it will be given a zero.

Extensions – Discuss short extensions with your TA.

Re-grading - If you have concerns about the grade you received on an assignment, please follow the steps below:

1. *Initial Consultation with TA: Begin by discussing your grade with your TA. Often, grade concerns can be resolved at this level.*
2. *Requesting a Re-Grade from the Instructor: If, after meeting with your TA, you still believe a re-grade is necessary, you may request a re-grade from the instructor. To do so, send an email including the following:*
 - *Your full name and student ID number.*
 - *The title of the assignment in question.*

- *The following statement: "I am requesting a re-grade of [title of assignment] by you. I understand that the new grade, which could be lower, the same, or higher, will stand."*
- 3. Justification for Re-Grade: Along with your email, you must identify specific areas in the assignment rubric where you believe the grading was deficient. Include a brief explanation of why you think your grade should be reconsidered.**

Requests that do not follow these instructions will not be considered.

Undergraduate Grading Procedures

Please note that these policies are binding unless academic consideration is given to an individual student.

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. They may not be posted or shared online.

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

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](#)

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. 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 Friday November 29, 2024. 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 Undergraduate Calendar