

PSYC*3000 - Historical and Critical Perspectives on Psychology

Winter 2025 Course Outline

Section: 02

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.

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

Department(s): **Department of Psychology**

Course Description

The philosophy of this course is based on the idea that we learn best in collaboration with each other (remember Vygotsky's zone of proximal development?). It is designed to give you multiple opportunities to work through and test your thinking with each other, your TAs and myself, through discussion and regular essays. Therefore, what you gain from this course will directly correspond with how well prepared you are when you come to class, and how much you offer of your own thoughts, reactions and ideas about the issues raised in the course material.

Topics that will be discussed include:

- **Why history and critique?**
- **The origins of psychology, and origin myths**
- **How psychology established itself as a science**
- **"Schools" of psychology**
- **War and psychology's global expansion**
- **Madness, normality, healing**
- **Psychology, gender and feminism**
- **Race and scientific racism**
- **Digital psychology**
- **Class experiments in psychology**
- **Qualitative methods**
- **Critical psychology**

Lecture Schedule

MonFri 11:30am-12:50pm in MACS*209 (1/6 to 4/21)

Instructor Information

Jeffery Yen

Email: jyen@uoguelph.ca

Additional Support

GTA Information

Emily Minard (eminard@uoguelph.ca)

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Learning Resources

Course Resources

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.

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.

Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
Richards & Stenner (2022)	Required	\$71

Students are advised that prices are often determined by the publisher or bookstore and may be subject to change.

Please note that you have full access to an electronic copy of this textbook through the University of Guelph library (see course reserves).

Library Course Reserve (Ares)

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select Ares on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve. For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials \(https://www.lib.uoguelph.ca/find/course-reserves-ares/\)](https://www.lib.uoguelph.ca/find/course-reserves-ares/).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621 | Email: libres2@uoguelph.ca | Location: McLaughlin Library, First Floor, University of Guelph

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)

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.

Assessment Breakdown

Description	Weighting (%)	Due Date
Reflection papers (x6)	70%	Sundays, by 11:59pm (see schedule)
In-class reflection paper	10%	April 4th in class
Participation (end of semester)	20%	n/a

Assessment Details

Reflection papers (x6)

Reflection papers (x6)

You are expected to submit 6 reflection papers out of 9 possible topics over the course of the semester. The length is 600-900 words. Reflection papers are due on Sundays by 11:59pm, beginning in Week 2 (see the class schedule) and are written on the previous week's topic. For example, the paper due on Jan 26th should be written on "Early Psychology: Establishing a science". 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 Sunday 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)

In-class reflection paper

In-class reflection paper
In the final class (April 4th) you will write an in-class reflection paper, based on that week's readings, and/or the course as a whole. Your reflection paper should respond to a prompt that I will provide in class. Please ensure you bring a device for writing (laptop, tablet) and submitting your paper. Requirements are the same for this paper, but you will have to write and submit it in class.

Participation in discussions

Participation in discussions
You are expected to have completed the readings before coming to class.
You will be assessed on the quality of meaningful and informed 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 after the winter break (beginning of March), 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.

Additionally, we recognize that everyone is differently prepared for discussions. As such, you will have opportunities to share your thoughts in a variety of different formats (with a partner, in small groups, in the class as a whole).

Last Day to Drop Course

The final day to drop Winter 2025 courses without academic penalty is the last day of classes: April 04

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

If you miss class for legitimate reasons (e.g., illness) you may still submit a reflection paper or you can choose to miss that week's reflection paper (you only have to submit 6 out of a possible 9).

If you feel that you cannot submit a particular reflection paper on time, that's ok, you can miss 3 and still be graded on the 6 that you do submit.

With regard to participation, please note that it is an expectation that you participate in class discussions. If you are not comfortable speaking in large groups, that's ok, you can just engage with other students in your break out groups. One or two absences owing to illness or similar are fine (you don't need to send me a doctor's note). However, more absences will affect your grade since you have to be present in class to be able to participate. 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

If you have questions about the course, please ask them in-person 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.

Generative AI

Please see the accompanying policy on use of GenAI in this course, which will be posted to Courselink.

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/>)