

PSYC*3000, Course Outline: Fall 2021

General Information

Course Title: Historical and Critical Perspectives on Psychology

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 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.

Credit Weight: 0.5 credits

Academic Department (or campus): Psychology

Semester Offering: Fall 2021

Class Schedule and Location: Tuesdays & Thursdays, 10:00-11:20, MacDonald (MAC) 149

Instructor Information

Instructor Name: Pat Barclay

Instructor Email: barclayp@uoguelph.ca

Office location: MacKinnon 3009 (in MacKinnon Extension). Office hours on Zoom

Office hours: Drop-in hours (no appointment necessary) on Mon & Thurs 2-3 on Zoom.

Additional hours available upon request

GTA Information

GTA Name: Emilie Arbour, Pietro Paletta, Natisha Nabbijohn

GTA Email: arboure@uoguelph.ca, ppaletta@uoguelph.ca, anabbijo@uoguelph.ca

GTA office location and office hours: by appointment

Course Content

Specific Learning Outcomes:

1. Identify key theories and issues in the history of psychological research and practice, and explain how they relate to modern issues (Psychology LOs: 1.1, 1.2, 1.3, 1.4, 2.1, 3.2)

2. Identify theoretical and methodological assumptions underlying psychological research and practice, and explain how these assumptions affect what psychologists accept as true (Psychology LOs: 1.1, 1.2, 1.3, 1.4, 2.1, 3.3)
3. Understand how knowledge of psychology's history can help to make sense of its assumptions, limitations, and strengths (Psychology LOs: 3.2)
4. 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)
5. Express your ideas effectively by participating in class/seminar discussions and written responses to readings and lecture material (Psychology LOs: 4.1, 4.2, 4.3, 4.4, 5.1)
6. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks (Psychology LO: 5.5)

Lecture Content:

The class will consist of discussions in small and large groups on various historical, theoretical, and methodological issues, including:

- Why history and critique?
- Is psychology universal? If so, what aspects?
- "Schools" of psychology (behaviourism, humanistic, cognitive)
- Nature and nurture
- Psychology, agency, & free will
- Has there actually been "progress" in psychology?
- Psychology, race, and racism
- Psychology and politics
- The uses of theory in psychology

Labs: N/A

Seminars: N/A (all discussions will take place during class time)

Course Assignments and Tests:

| Assignment or Test | Due Date | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|---|--|--------------------------------|----------------------------|
| Critical Analysis Papers: best 8 out of 9 are counted at 10% each | Mostly Wednesdays by 11:59PM (except #1, #9), see schedule in Reading List | 80% | All |
| Participation in class discussion | N/A (in class) | 20% | 1, 2, 3, 4, 5 |

Additional Notes (if required):

Participation in discussion (20%):

This will be based on quality of meaningful engagement in class discussions. If a student has not contributed sufficiently for a grade to be allocated, I may call on them to give an oral

presentation in class. I expect students to attend every class, except in the case of emergencies, and to come prepared to discuss the assigned readings. This means doing the readings before class. In the event of pivoting to online class, participation will be in groups via Microsoft Teams.

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.

Critical Analysis Papers (8x10%), 80% total

You are expected to submit 8 Critical Analysis Papers over the whole course, typically one for each week of classes. Critical Analysis Papers are typically due on Wednesday night at 11:59PM the week after each set of Tu/Th classes – see the Schedule for all due dates.

Note that there are 9 assigned papers (i.e., 9 topics), but you only need to submit 8 of them. You can choose to submit more than 8 papers. If you do submit on more than 8 papers, the 8 papers with the highest grades will be used to calculate your grade. (Multiple versions of the same paper do not count – we only grade the most recent version of any given paper.)

Guidelines for Critical Analysis Papers

The main aim of the Critical Analysis Papers is to provide you with a written means of engaging with the week's readings and class discussions. This means you need to write a paper for every week of class.

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. For suggestions, see the handout on Courselink on "How to Write a Reflection Paper".

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.

Remember: you're not getting graded on your opinions – you're getting graded on your arguments. This means you must back them up, give the reasons behind them, and elaborate on the logic and evidence.

Format for submissions of Critical Analysis Papers:

- 600-900 words (2-3 pages double spaced)
- APA referencing not required, but OK if you want to cite other materials
- Quality is more important than quantity!
- Submissions must be electronic on Courselink dropbox for the relevant week (please double check that your file has uploaded and is in the correct week's folder)
- Use any of the following file formats: .doc, .docx, .pdf, .rtf

If you miss a class for a legitimate reason (e.g., illness), you still need to submit a reflection paper.

Final examination date and time: N/A

Final exam weighting: N/A

Course Resources

Required Texts:

Benjafield, J. G. (2012). *Psychology: A Concise History*. Oxford, UK: Oxford University Press.

Other Resources:

The required text is very concise – truth in advertising! – so most of the classes will have additional readings. I will provide a Reading List, and the associated readings are available on Courselink.

Course Policies

Grading Policies

Late papers

Late reflection papers lose 10% per day for up to three days, after which they receive a zero. You only gain participation grades for classes you attend. If you must miss a class, contact me and your TA as soon as possible.

Regrades

We are happy to offer re-grades for any Critical Analysis Paper if you feel that you have been misinterpreted or graded unfairly. After all, graders are human too and can make errors. Before doing so, I recommend you talk to the person who graded your paper (e.g., TA) for clarification and advice. However, TAs cannot change the grade once it is assigned – only the instructor can do this. If you still feel you deserve a higher grade after talking to the TA, then submit your paper to the instructor for a formal regrade – you must submit both the graded version and a

clean version. All requests for a re-grade MUST be submitted in writing along with a rationale justifying why you deserve a higher grade. We will not entertain verbal requests, only written requests accompanied by the graded paper with the TA's comments. This takes the emotion out of the process and makes it so that you are evaluated based on what is written on the paper. The instructor (Pat Barclay) will re-grade the paper, and the new grade will stand whether it is higher or lower than the original grade. **This means that your paper's grade could go up or down after a regrade attempt, depending on whether the instructor's assessment of the paper is more or less favourable than the TA's assessment.** As such, I would advise against using this option to "dig" for extra points unless you legitimately feel that you have been misinterpreted or unjustly graded. I am open to the possibility of a mistake having been made - we are all human - but we must all accept the possibility that mistake could have worked against you or in your favour. If you **do** legitimately feel that you have been misinterpreted or that we missed your point or graded it too harshly, then by all means submit your rationale for a re-grade.

[Undergraduate Grading Procedures](#)

E-mail Correspondence

I encourage you to ask questions about the course, about the content, and the assignments. However, please ask these questions either **during class, before or after class**. If you would like to have a one-on-one conversation, please see me **during my office hours**. Because of extremely high email volume during term, I will not respond to emails relating to course content, exam format, or assignment that are covered in the course outline or were discussed in class.

Course Policy on Group Work:

You are encouraged to discuss ideas with others to sharpen your arguments – this is collaborative learning. Class discussions are expected to be group enterprises, and you may continue discussing the issues after class. However, you may not collaborate on the actual writing of the reflection papers. To this end, I recommend differentiating your paper from others' papers.

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.

University Policies

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. 54335 or email accessibility@uoguelph.ca or the [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 Friday Dec 3, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Undergraduate 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).

For information on current safety protocols, follow these links:

[Return to Campuses - Preparing for Your Safe Return](#)

[Return to Campuses - Classroom Spaces](#)

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives

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](#) and circulated by email.

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.