

PSYC*4370, Course Outline: Winter 2016

General Information

Course Title: History of Psychology

Course Description:

This course will provide an overview of the modern history of North American Psychology, beginning with the 19th century European roots of philosophy and physiology, working through the development of paradigms through the 1900s to 1970s, including the meta-theoretical disagreements and diversification of the 1980s, and ending with the replication and statistical crises of today. The course will focus on developing your understanding of the place of Psychology in our society, the development of Psychology as a science and profession, the basis of psychological knowledge and the key theoretical and methodological changes that developed over its history. This course will integrate both historical and critical approaches to course topics and practices of Psychology through key people, research studies and events over the past 150 years.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2016

Class Schedule and Location: Tuesdays 11:30 - 2:30, MacKinnon 238

Instructor Information

Instructor Name: Dr. Peter Hausdorf

Instructor Email: phausdor@uoguelph.ca

Office location and office hours: MacKinnon Extension Building Room 3013, Every Wednesday from 9:30am to 11:30am (starting January 6 and ending April 13, 2016).

GTA Information

The TA for this course is yet to be determined.

Course Content

Specific Learning Outcomes:

By the end of the semester, Psychology students passing this course will be able to:

- 1) Identify and describe 90 key people in the history of Psychology through class lectures, individual on-line research, and final exam
- 2) Apply a critical analysis model to historical issues and assess their impact on the field in the past and present through class lectures, discussion and final exam,
- 3) Conduct historical research through the development of a Psychologist biographical profile, and
- 4) Investigate and critique 6 research studies that had an historical impact on Psychology through small group written reports, in-class presentations and large group discussions.

Lecture Content:

The class format will focus on the following: lecture, class discussion, class exercises/videos and group project work. Students will be expected to read the assigned material prior to each class.

W	Topic	Material Covered	Ch.	Pages
1	Introduction	Introduction: Psychology and history, Before Psychology: 1600 –1850; Benjamin, Jr, (2009): How to Study History Milgram, S. (1963). Behavioral study of obedience. <i>Journal of Abnormal and Social Psychology</i> , 67, 371 – 378. Burger, J. M. (2009). Replicating Milgram: Would people still obey today? <i>American Psychologist</i> , 64 (1), 1 – 11. Nicholson, I. (2011). “Torture at Yale: Experimental subjects, laboratory torment, and the “rehabilitation” of Milgram’s “Obedience to Authority”. <i>Theory and Practice</i> , 21(6), 737 – 761.	1,2 3	4 – 31 1 – 18
2	Founding Psychology	Founding Psychology, American Psychology Psychology and the child, Canadian Psychology Schmidt, W. (1997). Psychology in Canada. In W. Bringmann, H. Lück, R. Miller, & Early, C. (Eds). <i>A pictorial history of psychology</i> , pp.610 – 615 Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. <i>Journal of Abnormal and Social Psychology</i> , 63, 575 – 582. Preparation for Week 3 – each group will prepare a written report for the following article (NOT GRADED – FOR FEEDBACK ONLY): Watson, J. B., & Rayner, R. (1920). Conditioned emotional responses. <i>Journal of Experimental Psychology</i> , 3, 1 – 14.	3,4 17	33 – 64 246 – 257

3	Use of Animals, Early Approaches	Psychological uses of animals Behaviourism, Gestalt Psychology Preparation for Week 4– each group will prepare five questions for the following article (NOT GRADED – FOR FEEDBACK ONLY): Katz, R. J. (1981). Animal models of depression: Effects of electroconvulsive shock therapy. <i>Neuroscience and Biobehavioural Reviews</i> , 5, 273-277.	16 5,6	233 – 244 65 – 90
4	Cognition, Perception	Cognitive Psychology, Looking at perception Preparation for Week 5 – Groups 1, 2, 3, and 4 will prepare written reports and Groups 5, 6, 7, and 8 will prepare questions. Flexner, J. B., Flexner, L. B., & Stellar, E. (1963). Memory in mice as affected by intracerebral puromycin. <i>Science</i> , 141(3575), 57-59.	7,8	91 - 118
5	Brain, Memory	Psychology and the brain, Memory: some points to remember Preparation for Week 6 – Groups 5, 6, 7, and 8 will prepare written reports and Groups 1, 2, 3, and 4 will prepare questions. Morgan, E., Mull, H. K., & Washburn, M. F. (1919). An attempt to test moods or temperaments of cheerfulness and depression by directed recall of emotionally toned experiences. <i>The American Journal of Psychology</i> , 30(3), 302-304.	9,10	119 - 148
6	Emotion, Personality	Emotion: the problem or the whole point? Personality: Psychology and who you are Preparation for Week 7 – Groups 1, 2, 3, and 4 will prepare written reports and Groups 5, 6, 7, and 8 will prepare questions. Schein, V. E. (1973). The relationship between sex-role stereotypes and requisite management characteristics. <i>Journal of Applied Psychology</i> , 57(2), 95-100.	11, 12	149 - 182
7	Social, Applied	Social Psychology, Applied Psychology Preparation for Week 8 – Groups 5, 6, 7, and 8 will prepare written reports and Groups 1, 2, 3, and 4 will prepare questions. Slater, E. T. O., & Glithero, E. (1965). A follow-up of patients diagnosed as suffering from hysteria. <i>Journal of Psychosomatic Research</i> , 9, 9-13.	13, 14	183 – 212
8	Clinical, Psychiatry	Psychology, madness and the meanings of psychological distress, History of Psychiatry in Canada, Rae-Grant Q, editor. <i>Psychiatry in Canada: 50 Years (1951 to 2001)</i> . Ottawa: Canadian Psychiatric Association; 2001.	15	215 – 232

9	Language, Race	Psychology and Language, Psychology and 'race' Guest Speaker – Dr. Andrew Winston (11:30) Winston, A. S. (1998). Science in the service of the far right: Henry E. Garrett, the IAAEE and the Liberty Lobby. <i>Journal of Social Issues</i> , 53, 179 – 209. Clark, K.B., & Clark, M.P. (1939). The development of consciousness of self and the emergence of racial identification in Negro preschool children. <i>Journal of Social Psychology</i> , 10, 591–599.	20, 23	293 – 312 349 – 366
10	Women in Psychology	Psychology and Gender, Women in Psychology - http://www.feministvoices.com/past O'Connell, A. N., & Russo, N. F. (1980). Models for achievement: Eminent women in Psychology, <i>Psychology of Women Quarterly</i> , 5(1), 6 – 10. Furumoto, L. (1988). Shared knowledge: the experimentalists, 1904-1929. In J. Morawski (ed.). <i>The rise of experimentation in American Psychology</i> (pp. 94 –113). New Haven: Yale University. Bem, S. L. (1974). The measurement of psychological androgyny. <i>Journal of Consulting and Clinical Psychology</i> , 42, 155 – 162.	18	259 – 276
11	Measurement, Statistics	Some problems with measurement, Gigerenzer, G., et al., (1989). <i>The Empire of Chance: How probability changed science and everyday life</i> . Chapter 3: The inference experts, pages 70 – 122. Hathaway, S. R., & McKinley, J. C. (1940). A multiphasic personality schedule (Minnesota): I. Construction of the schedule. <i>The Journal of Psychology</i> , 10, 249-254. Hathaway, S. R., & McKinley, J. C. (1942). A multiphasic personality schedule (Minnesota): III. The measurement of symptomatic depression. <i>The Journal of Psychology</i> , 14, 73-84.	19	279 – 292
12	Psychology as a profession, Wrap up	Funding and institutional factors, Conceptual issues – a resume, Meta-theoretical disagreements Gergen, K. (1985). The social constructionist movement in modern Psychology, <i>American Psychologist</i> , 40(3), 266 – 275.	21, 25	315 – 328 379 – 384

Labs:

There are no labs in this course.

Seminars:

There are no seminars in this course.

Course Assignments:

Student evaluation consists of one individual assignment, group project work and a two hour final exam (with short and long answer questions). Short descriptions of each assignment are provided below. More information about these will be provided in class.

Activity	% of Grade	Due Date/Time	Location
Psychologist Bio	30%	February 1, 1:00pm	CourseLink
Group Project Work	30%	Weeks 5 through 8	CourseLink
Final Exam (2 hour)	40%	Thursday April 21, 2016 7:00pm to 9:00pm	TBD
Total	100%		

Individual Assignment:**Psychologist Bio:**

Students will submit a 2 page (with 1" margins) single spaced bio of any British Psychologist (dead or alive) who was active in the profession prior to the year 2000. This bio should include a paragraph of factual details about the person (e.g. lifespan years, where s/he studied, areas of expertise, and other notable facts), the impact that the person or his/her work had on the field of Psychology at that time, the relevance of his/her impact on the field today (e.g. has it persisted or disappeared?), and if the person and his/her work has been correctly represented by others. Please use APA formatting for the paper, citations and referencing. The bio is to be uploaded to CourseLink as a Word file. ***This will be due in CourseLink by 1:00pm in Week 5 – February 1, 2016.***

Final Exam:

The final exam will cover all course material from thematic and critical perspectives with short and long answer questions. The focus will not be on historical facts but rather on key issues in the history of Psychology emphasizing critical analysis and integration of course content.

Group Assignment:

Students will be required to form into groups of five. Each group will take a turn preparing and summarizing two historically significant research articles from Weeks 5 through 8. When groups are not preparing summaries they are expected to read the articles and to submit five written questions about the articles prior to the class. These questions will form the basis of class discussions. ***Summaries and questions must be submitted via CourseLink by 9:00am the day of class.*** The format of the report must not exceed 5 pages single spaced. Headings and references

in APA style. Each student will receive the same grade as the group unless the professor has approved an alternative method of evaluation. Students will be asked to assess their group members on their weekly contributions to the assignments. Students will have an opportunity to practice this exercise in weeks 3 (writing reports) and 4 (writing questions).

Although class participation will not be graded, it is expected that students will contribute fully to all class discussions and exercises.

Final examination date and time:

This is yet to be determined.

Course Resources

Required Texts:

Richards, G. (2010). *Putting psychology in its place: Critical historical perspectives, (3rd Ed)*. New York: Routledge. The textbook will be available for purchase in the basement of MacNaughton Hall (below the bookstore). As it was used in the fall and winter semesters in 2014, there should also be many used copies available for purchase.

Recommended Texts:

There are no recommended texts for this course.

Lab Manual:

There is no lab manual for this course.

Other Resources:

Any additional materials will be placed on CourseLink.

Field Trips:

There are no field trips in this course.

Additional Costs:

There are no additional costs for this course.

Course Policies

E-mail Communication

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

Grading Policies

All assignments will be graded in accordance with standards established by the University of Guelph. [Undergraduate Calendar Policy on Grade Procedures](#)

Course Policy on Group Work

Students will be required to form into groups of three or more. Students are expected to contribute equally to their group work. Each student will receive the same grade as the group unless the professor has approved an alternative method of evaluation. When there is group conflict with respect to individual contributions, students will be asked to assess their group members on their individual contributions to the assignments.

Course Policy regarding use of electronic devices and recording of lectures:

The recording of class discussions is not permitted. If you need to record the lectures to support your learning in the course, then please come and discuss this with me.

University Policies

When You Cannot Meet a Course Requirement:

All assignments are due on the date and time specified unless prior arrangements have been made with me. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise me in writing, with your name, id#, and an e-mail contact and provide me with appropriate documentation. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations and procedures for academic consideration at [University Calendar Academic Consideration Policy](#).

All overdue assignments that are received late and without arrangement with me will receive a grade of 0.

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

Students Requiring Additional Support:

Resources are available for you if you require additional support in the course outside of that provided by me (e.g. if you have a learning disability or are dealing with other issues that are impacting on your ability to meet the course requirements). I encourage you to come and discuss these with me or to contact the appropriate resource in person or through the University of Guelph website at [University of Guelph Website](#). Some examples are: Centre for Students with Disabilities, Level 3 University Centre, [University of Guelph Student Accessibility Services](#), Counseling Services, Level 3, University Centre, x55208 [University of Guelph Counselling Services](#), More information on other services can be found on the University of

Guelph website as well. You are also advised to make use of the resources available through the Learning Commons ([University of Guelph Learning Commons](#)) and to discuss any questions you may have with your course instructor, TA, or academic counselor.

Policy on Grade Reassessment

All grades will be determined in as fair a manner as possible. If you feel that a grade has been given unfairly there is a process by which you can have your grade reassessed. [University of Guelph Policy on Grade Reassessment](#)

Academic Consideration

All assignments are due on the date and time specified unless prior arrangements have been made with me. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise me in writing, with your name, id#, and an e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. **All overdue assignments that are received late and without arrangement with me will receive a 0 grade. Even with an explanation I reserve the right to assign a 5% late penalty per day on any assignment at my discretion.**

Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, I will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the [university's regulations for academic consideration](#).

Academic Misconduct

I feel that the learning process is facilitated by working with others. Therefore, in addition to requiring group work I encourage you from a learning perspective to work with your peers. At the same time you must respect the intellectual property of your peers and are responsible for others' use of your own intellectual property. The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. I reserve the right to check student work using internet based search engines and services (e.g. Turnitin.com). To learn more about the university definition and policy on plagiarism see [University of Guelph Policy on Academic Misconduct](#).

The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses

without written permission from the relevant instructors. Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work.

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 the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

Still want to stay? I hope so but if not the last date to drop one-semester courses, without academic penalty, is Friday March 11, 2016. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar. ([Undergraduate Calendar Drop Date Policy](#))