

**Faculty of Health  
Department of Psychology  
PSYC 3125 3.0 M W(17)  
HISTORY OF PSYCHOLOGY  
Mondays, 11:30am-2:30pm  
Lassonde B**

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**Instructor and T.A. Information**

Instructor: Alexandra Rutherford, PhD  
Office: 215 BSB  
Office Phone: 416-736-2100 x33230 (preferred communication is email)  
Office Hours: Tuesdays or Wednesdays by appointment  
Email: alexr@yorku.ca

<b>T.A.</b>	<b>Lisa Feingold</b>
Email	feingold@yorku.ca
Office	Rm 150C BSB
Office Hours	Mondays, 10:30-11:30

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

**Course website:** <https://moodle.yorku.ca/moodle/course/view.php?id=74816>

**Course Description**

This course will provide a selective overview of the history of psychology from the mid-1800s to the present, with earlier forays into the philosophical and practical underpinnings of psychological questions where appropriate. We will consider both the history of the discipline - Psychology - and the history of its subject matter – psychology – with the goal of exploring how these two histories are intertwined. Students will be encouraged to consider issues of reflexivity and subjectivity as they pertain to the development of psychology and its research practices. Students will also be exposed to scholarship by historians of psychology, and will be asked to consider **historiographic**<sup>1</sup> issues that have influenced reconstructions of psychology’s past.

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<sup>1</sup> \*Main Entry: **his·to·ri·og·ra·phy**

Function: *noun*

Date: 1569

**1 a :** the writing of history; *especially:* the writing of history based on the critical examination of sources, the selection of particulars from the authentic materials, and the synthesis of particulars into a narrative that will stand the test of critical methods; **b :** the principles, theory, and history of historical writing <a course in *historiography*>  
**2 :** the product of historical writing : a body of historical literature (From the Merriam-Webster on-line dictionary)

## Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Generate and evaluate original hypotheses in the history of psychology.
2. Demonstrate an awareness of how the field of psychology has been shaped by its historical context.

## Specific Learning Objectives for this Course

The primary objective of this course is to teach students how to use history to critically assess what psychologists do and the knowledge they produce, in order to become more thoughtful consumers of and participants in the field. By “critically assess” I mean asking how and why certain kinds and methods of knowledge production have become dominant; to serve what ends, with what effects (repressive, liberatory), and as opposed to what alternatives? Students should emerge from the course with the ability to situate Psychology in its historical, cultural/global, and political contexts, and to more thoughtfully assess the role of psychological research and practice in relation to society.

## Required Text

Pickren, W. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. New York: Wiley.

- Available for purchase in the York bookstore and as an e-book through the York library system.

## Course Requirements and Assessment

Your final grade in this course will be weighted as follows:

Test 1: 25%  
Test 2: 25%  
Test 3: 20%  
Assignment 1: 10%  
Assignment 2: 20%

Exams will be comprised of multiple-choice questions and are non-cumulative. Note that there are short lectures after the first two exams and the final exam will be administered during the final class period of the course, but the final assignment is due one week later. Full information on the assignments is provided below.

Test 1	February 6	25%
Test 2	March 13	25%
Test 3	April 3	20%
Assignment 1	February 27	10%
Assignment 2	April 10	20%
Total		100%

## Description of Assignments

### Assignment 1 – due February 27

The **purpose** of this assignment is twofold: 1) to have you read an original, research-based article in the history of psychology and be able to discern, summarize, and evaluate its main argument and the evidence used to support the argument; 2) to further examine how specific cultural contexts affect the development, uptake and reception of psychological knowledge and practice.

Read ONE of the following three articles, depending on the first letter of your last name:

Mulder, E. & Heyting, F. (1998). The Dutch curve: The introduction and reception of intelligence testing in the Netherlands, 1908-1940. *Journal of the History of the Behavioral Sciences*, 34, 349-366. **(if your last name starts with A-Gi)**

Schneider, W. (1992). After Binet: French intelligence testing, 1900-1950. *Journal of the History of the Behavioral Sciences*, 28, 111-132. **(if your last name starts with Go-Ne)**

Setlur, S. (2014). Searching for South Asian intelligence: Psychometry in British India, 1919-1940. *Journal of the History of the Behavioral Sciences*, 50, 359-375. **(if your last name starts with No-Z)**

Write a 750-word report on the article, in which you address the following **IN YOUR OWN WORDS** (do not simply quote from the article):

- 1) What is the main question that the article poses and addresses?
- 2) How do the authors go about addressing this question? (Do not simply provide a summary of the content of the article. Give a summary of the line of argument the author uses to pursue the question – what general information is used, what sub-arguments are made, etc. Try to gist rather than recount details.)
- 3) What conclusions/answers to this question are drawn?

Address these questions in essay form, using full sentences and paragraphs. Include a cover page on which you write either “Review of *After Binet...*” OR “Review of *The Dutch Curve...*” and your name, email, and student number. You do not need to reproduce this title on the essay page itself. You should double-space your essay and use 12-pt Roman font. There is no need for a reference section. Maximum word count is 750.

Save your essay as a Word doc (not .pdf) with the following file name:

Lastname\_Assignment1\_Netherlands

OR

Lastname\_Assignment1\_France

OR

Lastname\_Assignment1\_India

Submit through the Moodle site.

## Assignment 2 – due April 10

### Imagined Conversations: Women Past and Feminist Presence

The **purpose** of this assignment is to have you familiarize yourself more deeply with women in psychology/gender issues in psychology and to develop the ability to historically contextualize the experiences and contributions of psychologists.

For this assignment, you will be required to write an imagined conversation between a psychologist you select from the Women Past section of the *Psychology's Feminist Voices* website (<http://www.feministvoices.com>), and a psychologist you select from the Feminist Presence part of the site. You are free to pick any two psychologists, but you must have a rationale for the pairing – that is, why would these two psychologists be interesting to put “in conversation”?

Possible rationales for pairing include similarities *or* differences with respect to social location, research topic, methodological orientation, political values, etc.

You should read all of the material about each psychologist that is available at their respective profile pages, and any other secondary literature that you think is necessary for constructing this imagined conversation. Note that there are extensive lists of secondary sources that you could consult at the **Resources** link on both Women Past and Feminist Presence homepages. Note also that your textbook chapter on the science and politics of gender (Chapter 11) would also be a good source for background information, and there is a 40-minute video at the site entitled *The Changing Face of Feminist Psychology* that you can also consult.

Preface your conversation with a brief introduction in which you 1) identify and describe your two speakers (where and when do/did they work, in what area of psychology, on what topics), and 2) present the rationale for your pairing. Your elaboration of these two points should take up about one page.

Then, assume that the two speakers are located in their own historical period and place but can communicate across time. What would they each like to know about the other's experiences? What has changed in psychology, what has remained the same? Have they faced similar or different challenges and why? What observations might each have of the other's career and their specific lines of research or practice? Make sure the conversation is bi-directional (that information flows both ways) and is historically and contextually accurate.

#### Practical Considerations:

- Word limit is 1500 words (not including references or footnotes)
- Please double-space, use 12-pt font, one-inch margins
- Be sure to include a title page that includes the name you have given to the conversation, *your* full name, and your student number
- To cite sources other than the site itself, include a reference list at the end of your paper using APA referencing style. Note: All of the reference lists on the site are constructed using APA referencing style, so you can use these as your models. Also, there is specific referencing

information given for how to cite the oral history interviews that appear on the site on the first page of the oral history transcripts themselves.

- Save your paper in MS Word (no .pdfs please!) using your lastname\_3125\_Essay as the file name format (e.g., Viswanathan\_3125\_Essay)
- Submit through the Moodle site

### **Marking Scheme:**

You will be marked relative to your peers on the thoughtfulness and creativity of your work. You will be expected to 1) present a compelling rationale for why you chose these two psychologists (20%); 2) demonstrate your knowledge of the impact of contextual factors on the lives and work of the psychologists you engage in conversation (30%); and 3) demonstrate substantive knowledge of each of the psychologists' approaches and contributions (30%). Creativity and clarity of expression will also be evaluated (20%). You will receive a **letter grade** on this assignment.

Further information and sample papers can be found here:

<http://www.feministvoices.com/psychology-s-feminist-voices-teaching-resources/>

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes](http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes))

### **Late Work/Missed Tests or Exams**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Only documented illnesses or emergencies are considered appropriate excuses for missing an exam. Notification concerning an absence must be received within 48 hours of the missed exam (by e-mail to the professor *and* TA), and appropriate supporting documentation must be provided to justify your absence. This documentation must be dated within 2 days of the missed exam. A note dated a week later stating you were sick on the day of the exam will not suffice. **Hold on to this note; you will be required to present it at the makeup exam to provide proof of your eligibility to write the makeup.**

If a student must miss a test because of illness, he/she will be required to write a makeup exam that may differ in format and content from the original exam, at a time and date to be determined **near the end of term**. If the student misses the makeup, he/she will receive a grade of 0 on that exam. If

a student misses more than one regularly scheduled test, he/she will be required to write all of the missed tests on the makeup date at the end of the term. If the student has a documented disability, please contact the professor for accommodation.

Assignments are to be submitted via the course Moodle site by the time and date specified. Late assignments will receive a 5% deduction for each day they are late.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Winter (W)
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	March 11 - Apr. 5

## Information on Plagiarism Detection

Plagiarism is a serious breach of academic honesty (see below). We use Turnitin software for the writing assignments in this course to help detect plagiarism.

## Electronic Device Policy

Course-related use of laptop computers (e.g., for note-taking or in-class activities) is allowed in this course. Please be considerate of your classmates and do not "surf the net," engage in social media, or check your email during class time. This is distracting to other students and, of course, disrespectful to those trying to maximize their learning in the course. If you are being negatively affected by your classmates' misuse of laptops, please feel free to report it to the instructor. Please mute cell phones and refrain from using them during class time.

## Attendance Policy

Attendance is expected at all class meetings. Material and activities will be presented that are not covered in your textbook, and we will engage in active learning exercises that will enhance your experience of this course. Neither the course director nor the TA will lend out their lecture notes and notes will not be posted on-line. Active learning via note-taking and participation is more effective than reading posted notes, and since I do not follow my notes verbatim they are not a completely accurate record of the class content. No notes but your own will adequately reflect what goes on in class. If you must miss a class for unavoidable reasons, borrow notes from a classmate, or if you know in advance that you must miss a class, have a classmate audiotape the class for you to listen to later. This is the only way to ensure you recover what is presented in that class.

Powerpoint slides will be posted on the course website in advance of the class meeting. If a student

has a documented disability that requires accommodation involving notetaking, please contact the professor immediately to arrange accommodation.

### **Academic Integrity for Students**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

### **Test Banks:**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

### **Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **Academic Accommodation for Students with Disabilities:**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.



For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

### **Course Materials Copyright Information**

These course materials are designed for use as part of the HH/PSYC 3125 3.0M course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

## Course Schedule

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<b>Date:</b>	<b>Lecture Topic:</b>	<b>Readings:</b>
<b>Jan 9</b>	Introduction Origins of a Science of Mind	Pickren & Rutherford, Introduction Pickren & Rutherford, Ch. 1
<b>Jan 16</b>	Everyday Life and Psychological Practices	Pickren & Rutherford, Ch. 2
<b>Jan 23</b>	Methods and the Making of a New Science	Pickren & Rutherford, Ch. 3
<b>Jan 30</b>	Creating an American Psychology	Pickren & Rutherford, Ch. 4
<b>Feb 6</b>	<b>TEST 1 (25%) 11:30-1pm</b> 1:30pm Psychologists as Testers: Applying Psychology, Ordering Society	Pickren & Rutherford, Ch. 6
<b>Feb 13</b>	American Psychological Science and Practice Between the World Wars  Psychology in Europe between the World Wars	Pickren & Rutherford, Ch. 7  Pickren & Rutherford, Ch. 8
<b>Feb 20</b>	<b>WINTER READING WEEK</b>	
<b>Feb 27</b>	Golden Age of American Psychology  <b>Assignment 1 due by 11:59pm (10%)</b>	Pickren & Rutherford, Ch. 9
<b>March 6</b>	Internationalization and Indigenization of Psychology after World War II	Pickren & Rutherford, Ch. 10
<b>March 13</b>	<b>TEST 2 (25%) 11:30-1pm</b> 1:30pm Important lecture about how to do Assignment 2	
<b>March 20</b>	The Science and Politics of Gender	Pickren & Rutherford, Ch. 11
<b>March 27</b>	Late 20 <sup>th</sup> Century American Psychology  Brain, Behavior, and Cognition Since 1945	Pickren & Rutherford, Ch. 12  Pickren & Rutherford, Ch. 13
<b>April 3</b>	<b>TEST 3 (20%)</b>	
<b>April 10</b>	<b>THERE IS NO CLASS TODAY</b> <b>BUT Assignment 2 is due by 11:59pm (20%)</b>	