

## History of Psychology

HH/PSYC 3125 3.00

Location & Time: CLH G, Tuesdays 2:30pm-5:30pm, Winter 2012

Course Website: <http://www.yorku.ca/moodle/>

**Course Director:** Jacy L. Young

**Office:** 059 Behavioural Science Building

**Office Hours:** Tuesdays 10:00am-11:00am or by appointment

**Email:** [jlyoung@yorku.ca](mailto:jlyoung@yorku.ca)

**Teaching Assistant:** Eric Oosenbrug

**Office:** 150A Behavioural Science Building

**Office Hours:** Tuesdays 1:00pm-2:00pm

**Email:** [eoosen@yorku.ca](mailto:eoosen@yorku.ca)

**Course Prerequisites:** Prerequisite: AK/AS/SC/PSYC 1010 6.00 or AK/PSYC 2410 6.00, with a minimum grade of C. Course credit exclusions: AK/PSYC 3260 3.00 (prior to Summer 1997), GL/PSYC 3650 3.00, AK/AS/HH/SC PSYC 3470 3.00.

### Expanded Course Description:

It has been remarked that psychology has a short history, but a long past. In this course we will explore both psychology's short history (as a discipline) and long past (as a subject of inherent interest to human beings). The course will begin with a discussion of psychological knowledge before a distinct discipline of psychology existed. We will then turn to the emergence of psychology as a discipline, and how this discipline has developed over the course of the late-nineteenth and twentieth centuries. In discussing the development of psychology, both as a body of knowledge and as an academic discipline, the historical importance of socio-cultural factors on the discipline will be emphasized. Throughout the course, it will be argued that psychological knowledge is necessarily historically contingent.

### Learning Objectives:

The goal of this course is to provide students with a thorough understanding of the history of psychology. By the end of this course students will

- have an understanding of the process of *doing* history
- be able to critically evaluate historical scholarship
- have an understanding the historical origins and progression of the discipline
- be able to think critically about the historical nature psychological knowledge
- be able to write a paper on a historical topic in psychology

### Required Readings:

Benjamin, L. T., Jr. (2007). *A brief history of modern psychology*. Malden, MA: Blackwell Publishing.

Additional weekly readings as listed on the course website.

**Important Course Dates:**

Paper Proposal	due: January 24 <sup>th</sup>
Mid-Term	February 14 <sup>th</sup>
Paper Draft	due: February 28 <sup>th</sup>
Final Paper	due: March 27 <sup>th</sup>
Final Exam	TBA

**Evaluation:**

Weekly Online Quizzes*	10% (1% each × 10 quizzes)
Written Assignment	
Proposal	5%
First Draft	15%
Final Assignment	25%
Mid-Term Exam	20%
Final Exam	25%

\*The first online quiz will consist of York University's online Academic Integrity Tutorial. This quiz is **mandatory**. It can be taken as many times as needed, but it must be completed with a score of 100%. No portion of the writing assignment can be submitted until this is the case. In all, students will complete 11 online quizzes (Academic Integrity Tutorial + 10 Moodle based quizzes). At the end of the course, the lowest quiz mark will be dropped.

**Academic Integrity Tutorial:**

*"The Academic Integrity Tutorial* is designed to help you learn about issues of academic integrity. It explores plagiarism and related matters with case examples and positive strategies you can use to improve your academic efforts and avoid committing an academic offense as outlined in York's Senate Policy on Academic Honesty. This tutorial takes about 30-40 minutes to complete."

For more information students should consult York University's Academic Integrity for Students website: <http://www.yorku.ca/academicintegrity/students/index.htm>

**For this quiz to count toward the course, you must LOG IN to PassportYork prior to taking the quiz!**

**Senate Grading Scheme and Feedback Policy stipulates:**

"that the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade"

## Online Quizzes

10% of the course grade is allocated to weekly quizzes, which will be completed online on the course website (with the exception of the first online quiz, as explained above). These quizzes are open book and will test your knowledge of the course readings as well as material covered in lecture each week. Each quiz will open at 9am on Wednesday and close at 5pm on Sunday. For the first 3 quizzes (not including the academic integrity tutorial), students will have two attempts to complete the quiz, with a 12-hour delay between attempts. Only the highest score will count toward your final grade.

The subsequent 7 quizzes will be of an identical format **except** that they can only be taken **once**. Students are **strongly** encouraged to review the readings and their lecture notes before beginning the quizzes. In all, students will complete 11 online quizzes (Academic Integrity Tutorial + 10 Moodle based quizzes). At the end of the course the lowest quiz mark will be dropped.

Although each quiz is worth **only** 1%, together they are worth **10% of your grade**. The value of missed quizzes add up quickly. To receive full course marks, remember to **complete each week's quiz**. These quizzes are meant to serve as study aids, which will help prepare you for the course exams.

## Written Assignment

Writing, and writing well, is not easy. Having said that, the ability to effectively communicate ideas in written form is an invaluable skill. Consequently, a large part of this course will involve teaching you skills and strategies to help you write well and a significant portion of your course grade will depend on your performance on written assignments.

There are 3 parts to the written assignment for this course:

1. 1. proposal (5%)
2. 2. first draft (15%)
3. 3. final version (25%)

For each part of the assignment you will receive feedback on how you can improve in the future. Because improvement over the course of the written assignment is assumed, later written work is worth more of your final grade than early work. **All written assignments should follow the style requirements outlined in the APA Publication Manual, 6<sup>th</sup> edition.**

### *Assignment Description*

For this assignment you will write an **imagined conversation** between one woman listed in the "Women Past" section of the *Psychology's Feminist Voices* website ([www.feministvoices.com](http://www.feministvoices.com)) and one other historical psychologist of your choosing. 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"? In addition to consulting the profile page of your chosen "Women Past" psychologist, you should also consult a **minimum of 5** additional scholarly sources in order to construct your imagined conversation. Note that there

are extensive lists of secondary sources that you are free to consult at the Resources link on the Women Past homepage.

Your selected psychologists may (or may not) be from different time periods. Assume that the two speakers are located in their own historical period and place, but can communicate across time (if necessary). 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/contextually accurate. If your psychologists worked during the same period, be sure to include reference to any actual interactions that took place between them.

In your conversation you should comment on a minimum of one **contextual** factor or **life event** for **each** of your psychologists that influenced their professional and/or personal life. Preface your imagined conversation with a brief introduction in which you 1) identify and describe your two speakers (where and when did they work, in what area of psychology, on what topics, etc.), and 2) present the rationale for your pairing. Your elaboration of these two points should take up approximately **one page** of your final assignment. Students are **strongly encouraged** to discuss their paper with the course director and/or the TA over the course of the writing process and to seek additional writing help at York's Writing Centre (<http://www.yorku.ca/laps/writ/index.html>).

### *Proposal*

Your first written assignment is a paper proposal, which should be **1-2 pages** in length (not including title page). In the proposal you should clearly identify the two psychologists you have chosen to place in conversation as well as your rationale for your pairing. The proposal should also include a preliminary list of scholarly references (**minimum** of 3) that you will be relying on to write your paper and a brief explanation of why you have chosen these particular sources. For the **proposal only**, no separate reference list is required. Instead, include full APA style references in text, each followed by a brief explanation of why you have chosen to use the source.

### *First Draft*

The first draft of your paper should be a **minimum of 5 pages** in length, not including references and title page, and include a **minimum** of 5 scholarly references (not including those from the Psychology's Feminist Voices website). Please remember that a draft is not part of a paper, but rather a first attempt at the full paper. Therefore, what you hand in should be a close approximation of your final "imagined conversation." Comments made on your proposal should also be reflected in your draft.

### *Final Assignment*

The final paper should be **7 pages** in length, not including references and title page, and a **minimum** of 5 scholarly references should be provided (not including those from the Psychology's Feminist Voices website). This should be a more polished version of your first draft. Changes from the first draft to the final paper should reflect the feedback provided on the draft.

### Assignment Grading Scheme

You will be marked relative to your peers on the thoughtfulness and creativity of your work. You will be expected to:

1. demonstrate your knowledge of the impact of contextual factors and/or life events on the lives and work of the psychologists you engage in conversation;
2. present a compelling rationale for why you chose these two psychologists;
3. demonstrate substantive knowledge of each of the psychologists' approaches and contributions;
4. demonstrate creativity and clarity of expression;
5. consult and cite appropriate scholarly sources; and
6. use appropriate APA style (for citations, references, and paper format)

### Note About Scholarly References

As a rule, non-academic websites are not appropriate sources (e.g., about.com, wikipedia.org, etc.). Your first choice for sources should be articles from academic journals (such as those found via York's library website). Academic books, or chapters from such, can also be excellent sources. Encyclopedia entries, obituaries, book reviews, popular journal/magazine articles, etc... are not generally acceptable scholarly sources. If you are unsure about the suitability of a source, please **ask**.

### Plagiarism

Plagiarism of any form will not be tolerated. Students in this course are expected to familiarize themselves with York University's Academic Integrity Policy (<http://www.yorku.ca/academicintegrity/students/index.htm>) and adhere to its requirements.

The *Oxford English Dictionary* defines plagiarism as, "the action or practice of taking someone else's work, idea, etc., and passing it off as one's own" or "literary theft."

#### *Types of plagiarism:*

**Direct Quotations:** Reproducing, word-for-word, a passage from a text

All direct quotations **must** put the quoted text in quotation marks and include a proper APA style citation of the source.

**Paraphrasing without citing the source:** Failing to attribute ideas from a source to the source

Even if you put someone else's ideas into your own words you must include a APA style citation to the source of the idea.

**Improper citation:** Failing to provide full and accurate source information

In text citations of sources must include the Author and Year, and in the case of direct quotations, page number(s). All sources cited in text should be listed in the References section of a paper.

### Assignment Submission Process:

All assignments are to be submitted via the course website by 11:55pm on the due date.

**Email Communication Guidelines:**

In order to ensure the receipt of emails, students should use their yorku email account (\_\_\_\_@yorku.ca) for all email communication with the course director and TA. Doing so will ensure emails do not end up marked as spam. Students are also asked to include the course code (PSYC 3125) in the subject line of all email communication and to include their **full name** in each email. If these guidelines are followed, students can generally expect to receive a response to their email within 48 hours.

**Guidelines for Missed Tests and Examinations:**

As per the Department of Psychology guidelines, students who miss a test or examination must contact the course director or TA **within 48 hours** of the scheduled test or examination. When doing so, students should provide the following information:

- Your full name
- Your student number
- The course and section (PSYC 3125)
- The reason for your absence

Appropriate documentation accounting for the missed test or examination must be provided before the missed test or examination can be made-up. **Only 1 makeup exam will be held.** If you are unable to contact the course director or TA within 48 hours of a missed test or examination **additional** documentation accounting for the delay must be provided. Failure to provide appropriate documentation will result in a grade of F on the missed test or examination. For more information see:

[http://www.yorku.ca/health/psyc/advising\\_missedtests.html](http://www.yorku.ca/health/psyc/advising_missedtests.html)

**Late Assignment Policy:**

Late assignments will be penalized 5% per day. As for missed tests and examinations, students who are unable to turn in an assignment in time should contact the course director or TA **as soon as possible** regarding this delay. Appropriate documentation accounting for the delay must also be provided before late assignments will be accepted without penalty.

## Important Information for Students

Students are expected to familiarize themselves with the following senate policies and university guidelines and to contact the course director as soon as possible regarding any required accommodations.

**York University's Senate Policy on Academic Honesty:**

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

**Code of Student Rights & Responsibilities:** <http://www.yorku.ca/oscr/studentconduct.html>

**Senate Policy Regarding Academic Accommodation for Students with Disabilities:**

<http://www.yorku.ca/secretariat/policies/document.php?document=68>

**Religious Observance Accommodation:**

“York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at

[http://www.registrar.yorku.ca/pdf/exam\\_accommodation.pdf](http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf) (PDF)”

### York University's Undergraduate Grading Scheme

Wondering why you received an A rather than an A+ or a C+ rather than a B? The following grading scheme provides detailed descriptions of what each student must demonstrate in order to receive a given letter grade. Grades are not negotiable.

Letter Grade	Description
A+	<b>Exceptional.</b> Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment or course.
A	<b>Excellent.</b> Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
B+	<b>Very Good.</b> Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
B	<b>Good.</b> Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C+	<b>Competent.</b> Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C	<b>Fairly Competent.</b> Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
D+	<b>Passing.</b> Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
D	<b>Barely Passing.</b> Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
E	<b>Marginally Failing.</b>
F	<b>Failing.</b>

### Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Week 1 January 3 <sup>rd</sup>	Introduction	
Week 2 January 10 <sup>th</sup>	psychology before Psychology	Benjamin Ch. 1 Additional Readings

**Week 3** The Emergence of Psychology in Germany Benjamin Ch. 2 & 3  
 January 17<sup>th</sup> Additional Readings

**Week 4** Psychology in America Benjamin Ch. 4  
 January 24<sup>th</sup> Additional Readings

\*\*\*PAPER PROPOSAL DUE\*\*\*

**Week 5** Early Schools of Psychology Benjamin Ch. 5  
 January 31<sup>st</sup> Additional Readings

**Week 6** Applied Psychology Benjamin Ch. 6  
 February 7<sup>th</sup> **Guest Lecture:** Arlie Belliveau Additional Readings  
**Mid-Term Exam Review**

**Week 7** Mid-Term Exam  
 February 14<sup>th</sup>

\*\*\*February 21<sup>st</sup> READING WEEK\*\*\*

**Week 8** Psychoanalysis Benjamin Ch. 7  
 February 28<sup>th</sup> **Guest Lecture:** Elissa Rodkey Additional Readings

\*\*\*PAPER DRAFT DUE\*\*\*

**Week 9** Behaviorism Benjamin Ch. 8  
 March 6<sup>th</sup> Additional Readings

\*\*\*MARCH 9<sup>th</sup>, 2012\*\*\*

\*\*\*LAST DAY TO WITHDRAW FROM COURSE WITHOUT RECEIVING A GRADE\*\*\*

**Week 10** Psychology and the World Wars/  
 March 13<sup>th</sup> Professionalization Benjamin Ch. 9  
**Guest Lecture:** Eric Oosenbrug Additional Readings

**Week 11** Psychological Studies of Difference Benjamin Ch. 10  
 March 20<sup>th</sup> Additional Readings

**Week 12** What was the Cognitive Revolution? Benjamin Ch. 11  
 March 27<sup>th</sup> **Guest Lecture:** Jeremy Burman Additional Readings  
**Exam Review**

\*\*\*FINAL PAPER DUE\*\*\*

**Final Exam Date**  
 To Be Announced