



Faculty of Health
Department of Psychology
PSYC 3125 3.0 A: HISTORY OF PSYCHOLOGY
Friday/2:30 – 5:30 pm/ CLH-G
Fall/2018



Course: Psych 3125 3.0 (A) History of Psychology
Term: Fall 2018
Time: Fridays 2:30 – 5:30pm
Location: CLH-G (Curtis Lecture Hall, classroom G)

Instructor and T.A. Information

| | Instructor: Zed Zhipeng Gao | Teaching Assistant: XXX |
|--|---|--|
| Office Location | BSB 150 C (Behavioral Science Building) | BSB 150 C (Behavioral Science Building) |
| Office Hour | Tuesday 2:30-3:30pm & by appointment | Monday 2:30-3:30 pm |
| Email | <zhipengg@yorku.ca> | <XXX@yorku.ca> |
| What to expect from the instructor/TA | <ul style="list-style-type: none"> I usually reply within 24 hours and certainly no later than 48 hours, excluding weekends and holidays | I reply within 48 hours, excluding weekends and holidays |
| | <ul style="list-style-type: none"> Feedback on quiz, exam and essay will be available via Moodle within 10 days Will monitor student discussions on Moodle You are very welcome to drop by during our office hours You are encouraged to discuss with us about essay assignment, preparation for quiz/exam, and learning difficulties | |
| Students' responsibility | <ul style="list-style-type: none"> In the subject line of your email, please include the course title and code to ensure a response. In the message, please include your full name and student number to help the instructor/TA process your message. Please find out more class etiquette in the corresponding section below | |

Course Description

Course Content

This course examines the discipline of psychology from a historical perspective and analyses the emergence and development (and sometimes decline) of a number of theoretical systems that have influenced the nature, content and direction of psychological inquiry. Highlights of this course include the international developments of psychology, women in psychology, race and racism in psychology, and psychology as human science.

Pedagogical Objectives

Upon completion of this course, students are expected to:

- a. Acquire familiarity with major psychologists, schools, theories and events in the history of psychology.
 - b. Evaluate competing historiographical approaches – for example, celebratory history versus critical history; cultural history versus institutional history versus biographical history; history as progress versus history as spiral development.
 - c. Explain how the field of psychology has been shaped by cultural, economic, social and political contexts.
 - d. Demonstrate critical thinking about the history of psychology.
 - e. Be able to use the history of psychology as a resource to reflect on contemporary psychology research and practice in relation to social issues and individual experience.
- Note: All the five objectives will be **comprehensively** tested in the midterm quiz and the final exam. They will also be present in our weekly class discussions.
 - Objective a, b, and c: For your essay assignment, you need to demonstrate **in-depth mastery of select topics** under each objective. For example, you need to choose at least one historiographical approach and write about how a particular object (a psychologist, a school, a theory, or an event) has been shaped in a context (cultural, economic, social or political).
 - Objective d: critical thinking is encouraged in all tasks.
 - Objective e: this objective is key to option B in the essay assignment. It is also encouraged in class discussions.

Class Meeting Activities

During each class meeting, the course materials are delivered through a combination of lectures, seminar discussions, student presentations, mock experiments, and essay writing workshop.

Online Platform – Moodle

- Materials will be posted on Moodle and you should check it regularly. Weekly Power Points will be posted there as well to assist your study.
- You are invited to participate in the Moodle course forum where you are free to discuss course-related issues with classmates. The instructor and teaching assistant will answer your questions and facilitate the discussions.

Learning materials

| | Textbook | Journal articles | Videos |
|---------------------------|--|---|---|
| Learning materials | Walsh, R., Teo, T. & Baydala, A. A Critical History and Philosophy of Psychology: Diversity of Context, Thought, and Practice. Cambridge, UK: Cambridge University Press. Originally published in 2014 | Please see the “Essay Assignment” section for details | To be supplied during class meetings |
| Requirements | Mandatory | Elective | Mandatory |
| Availability | Available at the University bookstore and Amazon. A copy is reserved at the university library | Available via university online library | Available at university library and YouTube |

Course Schedule

| Date | Topic | Readings |
|--------------------|---|----------------------|
| Sept. 7 | Introduction | Chapter 1 |
| Sept. 14 | Ancient and early modern psychology | Chapter 2 & 3 |
| Sept. 21 | Psychology in the nineteenth century | Chapter 4 |
| Oct. 5 | Early natural-scientific psychology | Chapter 5 |
| Oct. 12 | Reading week – No class | |
| Oct. 19 | Midterm Quiz | Chapters 1-5 |
| Oct. 26 | Natural-scientific psychology between the world wars | Chapter 6 |
| Nov. 2 | Natural-scientific psychology after world war II & Essay Proposal Workshop | Chapter 7 |
| Nov. 9 | Applied and professional psychology | Chapter 8 |
| Nov. 16 | Human-scientific psychologies: psychoanalysis | Chapter 9 |
| Nov. 23 | Essay Proposal Due | |
| Nov. 23 | Human-scientific psychologies: Hermeneutic to transpersonal | Chapter 10 |
| Nov. 30 | Wrapping up and critical reflections | Chapter 11 & 12 |
| December 15 | Final Exam | Chapters 8-12 |
| December 18 | Final Essay Due | |

Student Evaluation

| Component | Percentage |
|--------------------------------------|-------------|
| Presentation & Discussion leadership | 10% |
| Discussion participation | 20% |
| Midterm quiz | 10% |
| Final Exam | 25% |
| Essay proposal | 10% |
| Final essay | 25% |
| Total | 100% |

Evaluation Instructions

Presentation and Discussion Leadership (10%) [all five pedagogical objectives]

Each of you will take turn to give a presentation and serve as discussion leaders. You can work on your own or in a team of two persons to cover a week's readings. Discussion leaders will introduce the weekly readings, presenting a brief synopsis, commenting on those elements that they consider particularly interesting or useful to understand aspects of reality (psychology, society, culture, etc.), and soliciting comments and discussions from the other students. Your job is not presenting to the professor, but to engage other students and facilitate a discussion of the readings among the whole group.

- The presentation, worth 5%, should last 12-15 minutes. You are encouraged to use power points because they tend to be helpful.
- Following the presentation, you should lead the discussion for 20-25 minutes to earn 5%.
- Please do not feel obliged to cover the readings in a comprehensive way. Just focus on topics that you consider the most intriguing and stimulating. The professor will cover the rest. For the benefit of the class, you are encouraged to send your presentation notes & power points to the professor the evening before the class meeting, so that the professor can better follow up.
- We will assign presentation topics at the first class meeting.

Discussion Participation (20%) [All five pedagogical objectives]

Most class days will consist of discussions of the assigned readings. It is essential that everyone attends all classes and actively participates in discussion. To help you prepare, you can take notes on all of the readings and prepare comments to share with the rest of the class on each piece of the reading. After reading each selection, take a moment to identify and write down in your own words its thesis, some of its main points, and a few comments and criticisms on its logic and its usefulness for understanding other readings for the day and from earlier in the course. Prepare several comments and questions to raise in class discussion. Several questions to help with your preparation:

- What argument and evidence are used to support the claims?
- How does this author distinguish his/her claims from others'?
- What's new about the claims the author makes?
- What does the author assume about the world in order to make such claims?
- How do these assumptions fit or conflict with your own experience?

You will be evaluated according to the accuracy with which you represent the readings, the thoughtfulness and constructiveness of your critique, and the success in engaging and interesting the other students in discussion.

Essay Proposal (10%) & Final Essay (25%) [Pay particular attention to pedagogical objective b, c, and d]

You have two options for the essay assignment:

Option A: Read one of the following articles and write a commentary essay:

Harris, B. (1979). Whatever happened to little Albert? *American psychologist*, 34(2), 151.

Bakan, D. (1966). Behaviorism and American urbanization. *Journal of the History of the Behavioral Sciences*, 2(1), 5-28.

Bohan, L. S. (1990). Contextual history: A framework for re-placing women in the history of psychology. *Psychology of Women Quarterly*, 14(2), 213-227.

Cosgrove, L., Krinsky, S., Vijayaraghavan, M., & Schneider, L. (2006). Financial ties between DSM-IV panel members and the pharmaceutical industry. *Psychotherapy and psychosomatics*, 75(3), 154-160.

Your task would be providing an original, critical commentary on the article you have chosen. There is no need to summarize it – we would like to hear your own point of view instead of rehashing what the article says. Feel free to express whether you agree or disagree with the assigned readings; your grades will not depend on the stance you take. Instead, your grades will be based on how strongly your arguments are supported from historical and theoretical perspectives. It is recommended that you expand the article's message to events/materials outside the article/textbook. Be creative & make sound arguments.

Option B [Pay particular attention to pedagogical objective e]: Write a reflection paper on your observation of modern society/modern lifestyle/contemporary social problem and how it is, or can potentially be, connected to psychological research and practice. Please use the course material to reflect on your observation – you can either comment on your observation in light of the course material, or the other way around, comment on the course material in light of your observation. Again, feel free to follow or criticize the course material. Your grades will depend how well your arguments are supported and articulated.

Essay proposal

Write an essay proposal of between 1 and 1.5 pages, 12 font, double space. The essay proposal is meant to prepare you for the full essay. Therefore, it should lay out the thesis, subject matter, theories, methods, and structure of your intended essay. Justify each decision: for example, why your case is worth analyzing, why your theories/methods work with the object you chose, why you set out to criticize a theory. For more details about the essay, see the subsequent section.

- You are encouraged to discuss your essay idea with the professor.
- There will be a workshop session for the students to comment on each other's proposal, so that everyone can benefit through receiving constructive comments as well as through serving as a peer reviewer.

Final Essay

- Length: 1000 – 1200 words.
- Format: 12 font, double space.
- Citation style: APA.

Midterm (10%) & Final Exam (25%) [all five pedagogical objectives]

Midterm Quiz

- An open-book test including 3-5 short answer questions. It covers the course materials taught during the first half of the semester (week 1-5).

Final Exam

- The final test will be mainly based on the readings and class discussion during the second half of the semester (week 6-12). You will be allowed to bring your textbook and notes. A small percentage will come from the videos we view at class. The test will be comprised of 3-8 essay questions and/or short answer questions. The test will mainly cover materials delivered during the second half of the semester

but do keep in mind that major theories and concepts may be inevitably connected to what had been covered in the first half of the semester.

Grading Criteria

- A. Demonstrated knowledge of the history of psychology (7%)
- B. Original ideas (7%)
- C. Demonstrated skills to support your argument with convincing evidence and reasoning (7%)
- D. Format: structure, language, spelling, etc. (4%)

Submission

Please submit your essay proposal and final essay on time via Moodle. Late submissions lose 1% per day.

Grading System

| | | | | | |
|----|--------|---|-------|----|-------|
| A+ | 95-100 | A | 90-94 | A- | 85-89 |
| B+ | 80-84 | B | 75-79 | B- | 70-74 |
| C+ | 65-69 | C | 60-64 | C- | 55-59 |
| D | 50-54 | F | 0-49 | | |

POLICES AND EXPECTATIONS

- 1) **Preview of Textbook:** Please read the assigned reading each week before class meeting, and have questions and comments prepared for joining the seminar discussion.
- 2) **Class Attendance:** Please arrive by the beginning of class and to remain until the end of class. There will be a break in the middle when you are welcome to leave the classroom, but you are expected to return on time for the second half.
- 3) **Courtesy in Class:** every class member is expected to pay close attention in class and refrain from private conversations. Turn off mobile phones. Be sensitive and respectful when engaging in discussions.
- 4) **Communication Etiquette:** Besides in-class meetings and office hours, email communication is the primary means to reach the instructor. When composing an email, please put the course subject and number in the subject line to catch the instructor's attention. The instructor replies within a day or two, excluding weekends and holidays.
- 5) **Missed Quiz/Exam:** Students are responsible to take the quiz/exam at the scheduled times. Make up quiz/exam are only entertained in emergencies. The decision whether to offer one rests with the instructor. Any make up quiz/exam will be offered once, in essay format.
- 6) **Illness and Emergency:** If an illness, injury, or other emergency impacts your coursework, it is your responsibility to contact the instructor as soon as possible to discuss whether it would be in your best interest to drop the course or to arrange an alternative assignment or deadline. Any change must be supported by documentation verifying sufficient cause and settled in writing between the student and the instructor.

Academic Integrity

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

This sample syllabus was created in 2020 through modifying a 2018 version used at York University

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.

Most importantly, please feel free to contact the instructor/TA anytime regarding learning difficulties.