

Course number: PSYC305
Course Name: History of Psychological Thought

Instructor:	James Cresswell, Ph.D.	Lecture Location:	TopHat: Online Quizzes & Lecture Activities D2L: Zoom links and course support material
Phone:	403-410-2000 ext	Lecture Days/Time:	Synchronous Zoom Tutorials Thursdays 6:00-8:45pm
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Course Description

The roots of psychological thought in Western culture, and the relationship between theories of human nature and changing social institutions.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Demonstrate the ability to described different movements and systems of thought in psychology	Online essays; Pre-lecture quizzes; Lecture activities	1, 2	C
Demonstrate the ability to conduct research on the development of theory in psychology	Final Group Paper; Final Group Podcast	4, 5	I
Demonstrate the ability to critical reflect on the history of psychology to develop applications for current work	Online Essays	2	
Demonstrate the ability to summarize and present psychological research in an accessible manner	Final Group Podacts	7	I
Demonstrate the ability to synthesize research to defend a position in written format	Final Group Paper	2, 5	I

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

This course will use a hybrid format. The lectures about the content will be pre-recorded and available on TopHat along with lecture activities. There will be a tutorial live via Zoom during each scheduled class as noted in the course schedule below and will be recorded and posted to D2L after class. Other class materials will be posted to the course D2L page and on TopHat by the day/time of each scheduled class as per the course schedule. More detail is listed below in the Tentative Lecture Schedule.

Prerequisites

Psychology 200 and 201

Required Text

Brennan, J., & Houde, K. (2018). *History and Systems of Psychology* (7th Edition). Cambridge: Cambridge University Press. ISBN: 978-1-316-63099-0.

- Available:
 - University Calgary Bookstore.
- E-text
 - AMAZON.CA (~\$89): https://www.amazon.ca/History-Systems-Psychology-James-Brennan-ebook/dp/B074WWWSWC/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1596123184&sr=8-1
 - PUBLISHER (~\$93): <https://www.cambridge.org/ca/academic/subjects/psychology/history-psychology/history-and-systems-psychology-7th-edition?format=AR>

Assessment Methods

	Weight	Due Date
TopHat Activities & Lecture	15%	Ongoing as per course schedule
Online Essay #1	20%	Saturday October 6 at 11:59pm MST
Online Essay #2	20%	Saturday November 14 at 11:59pm MST
Online Essay #3	20%	Saturday December 13 at 11:59pm MST
Final Group Paper	15%	November 21, 2020; 11:59pm MST
Final Group Podcast	10%	November 21, 2020; 11:59pm MST

TopHat Activities & Lecture (15%)

The class will partly be run through TopHat. We will be using the Top Hat (www.tophat.com) classroom response system in class, which is free for use by students at the University of Calgary. You will be able to submit answers to questions and watch lectures using Apple or Android smartphones and tablets, or laptops. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will

register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

You can register for TopHat by simply visiting our course website: [https:// https://app-ca.tophat.com/e/358604](https://ca.tophat.com/e/358604)

Note: our Course Join Code is 358604

Each Lesson is a module that contains the following two sets of activities:

- (1) Pre-lecture quizzes. For each chapter, there are quizzes that involve 3-6 multiple choice questions that cover the required reading and they must be completed BEFORE the recorded lecture and lecture activities become available. Each multiple choice question is worth 1 mark and the amount of time that you have is not constrained by time limits. All of the quizzes are currently available for the entire course. Students are encouraged to complete these quizzes well in advance. Students are free to complete the pre-lecture quizzes whenever it works for them so long as they are completed by the due dates outlined in the course schedule below. Without instructor approval there will be no opportunity for make-up quizzes.
- (2) Lecture activities. These amount to a recorded lecture with quizzes and discussion questions that open after the pre-lecture quizzes close. The recorded lecture is interspersed with discussion questions and multiple-choice questions. Each multiple choice question is worth 1 mark. Each discussion question is worth .5 marks. The instructor reserves the right to judge between meaningful and non-meaningful contributions (i.e. comments showing little thought or engagement) and remove the points awarded.
The Lecture Activities open after the Pre-lecture quiz closes (see course schedule below). For example, the pre-lecture quiz for chapter three closes at 11:59PM (MST) on Saturday September 12 at 11:59pm and the Lecture activities for chapter 3 open at 12:00am on Sunday September 13 at 12:00am. Students are free to complete the quizzes and lecture activities whenever it works for them so long as they are completed by the due dates.

Online Essays (3 at 20% each)

By September 18, 2020, a list of potential questions for each chapter will be available to students in PowerPoint files uploaded to D2L. These questions address material covered in the textbook and the course. The online essays will function somewhat like an online take-home exam and will be on D2L. When you log on to the assignment in D2L, it will select a question from a question bank of available questions. In response to the question, your essay will be graded on your ability to do the following:

1. Identify the content: Address information from the slides and notes about a particular concept. Identify and address additional material from the textbook (Hint: do NOT rely on intuition or 'gist'). This component is graded on your ability to identify and explain the content related to the question.
2. Develop a Critical Assessment: Appraise the content by comparing it to other material, testing it against your experience, or developing a better conceptual definition (do NOT simply assert claims – words like “think” involve critical assessment, not opinion). This component is graded on your ability to present a critical claim and the reason for the claim. It also involves presenting evidence and the implications (why the critique matters) for the critical claim.

Students will not know which question will be presented to them. Students will be given 60 minutes to answer the question and this is not enough time to answer them with no preparation. Prepare answers in advance to all questions and then copy-paste your answers into the online essay.

Essay # 1 covers chapters 3, 8, and 11. The essay will open on Thursday September 24 at 8:45pm and will close on Sat Oct 6 at 11:59pm. Students will have 60 minutes to input their essay, but they may log in at any time during the window above.

Essay # 2 covers chapters (chapters 12, 13, 14, & 15). The essay will open on Thursday October 29 at 8:45pm and will close on Saturday November 14 at 11:59pm. Students will have 60 minutes to input their essay, but they may log in at any time during the window above.

Essay # 3 covers chapters (chapters 16, 17, 18, & 19). The essay will open on Thursday December 3 at 8:45pm and will close on Sat Dec 13 at 11:59pm. Students will have 60 minutes to input their essay, but they may log in at any time during the window above.

Final Group Paper (15%)

After Friday September 18, 2020 (last day to add or swap a course), students will be randomly assigned to groups of about 4-5 members each. These workgroups will be responsible for collaboratively writing a 10-12 page (excluding title page and references) paper that does a historical analysis of a current theory in psychology. There are two tasks that a paper like this requires:

- (1) Tracing a current theory to its roots. That is, current research on theories in psychology is rooted in the literature and one can trace the development of a theory by starting with a current article and working backwards in time to identify seminal sources. The paper will involve your group deciding on a theory and then working backwards to trace the development of theory back to its roots.
- (2) Analysis to speculate on the implications. That is, knowing how or when a theory developed is not relevant unless one can see what the historical development has to do with current work. One has to become familiar with the development of a theory in order to explain why the history of the theory's development matters for current research.

The paper should make an argument of some sort, which means that the research on a topic involves synthesizing the information to form some sort of thesis. The content of the paper is up to students except that it must relate to theory that the group decides to research.

A single group mark will be assigned. Papers will be graded on (1) logic: clearly defined thesis statement, defense of an argument, rational flow of the paper, and appropriate use of peer reviewed sources; (2) content: correct understanding of concepts and interpretation of research; (3) style: grammar/spelling, formatting, and adherence to APA style.

Late Submissions

There is no penalty for late submission of assignments until the instructor has completed grading them. Once the assignments have been graded and returned to the class, the score on the assignment is a 0. That is, if a student or group representative intends to submit an assignment late, then they receive no penalty until the instructor has graded the assignments. Late assignments will not be accepted without instructor approval.

If a student or group representative contacts the instructor (in writing) about an assignment potentially submitted late and there are well articulated reasons for the late submission, then there is potential for flexibility in this policy.

Consider this important note about group work!

It is important to recognize that working in a group is part of professional development. A reality of the workplace is that we all have to deal with people we may or may not like and deal with the fact that not everybody has the same goals or willingness to put in effort. The instructor expects that students will manage and resolve interpersonal conflicts within the group in a mature and professional manner. It is NOT the instructor's job to manage interpersonal relationships or group dynamics. It is the responsibility of the group to deliver a finished product.

Dispute Resolution Process:

- It is not acceptable for students to initially submit individual correspondence to the instructor about other group members without including the entire group in the correspondence. If a conflict has arisen that absolutely cannot be resolved, the *entire group* must first meet with the instructor via Zoom to discuss the problem. The group will need to present (1) the challenges that exist and what clearly states expectations were not met, (2) concrete actions that were taken to try to resolve the conflict, and (3) the consequences emergent from the failure to resolve the problem. The instructor will work out a plan with the group that will hold group members accountable to clearly definable behaviours and outcomes. If expectations for behaviour or outcomes are not met after the meeting with the instructor, the instructor must be notified in an email that is copied to all members of the group (the failure to meet expected behaviour and outcomes must be documented in this email). All members of the group will be given the opportunity to complete a self evaluation and an evaluation of each of the group members. The results of these assessments will be kept confidential by the instructor. The instructor will consider these evaluations when assigning grades.

Final Group Podcast (10%)

Eric Bollman is the Communications Specialist for the Canadian Psychological Association (CPA). The CPA is hoping to start a podcast this year, and he had the idea to do something with a history component. The purpose of this assignment is to take the research done for the Final Group Paper and create an accessible and interesting podcast that is about 10 minutes long. The CPA would like a discussion of current studies of interest and how a field has changed over the years, or perhaps how a particular study has stood the test of time and become more and more useful through the years. The format and style of the podcast is up to the group, but a Youtube link must be provided to the instructor when the final product is complete.

Podcasts will be evaluated on the basis of the following criteria:

- Coverage of theory of choice
 - Was the theory and background development covered in sufficient breadth?
 - Was the theory and background development covered in sufficient depth?
 - Was the information factually correct?
- Quality of information delivery
 - Was the information delivered clearly?
 - Was the information delivered in an engaging manner?
 - Was the information delivered at the right level?
- Mechanics
 - Did the discussion flow well?
 - Was the information delivered within the time limit?

The best podcasts in the class will be forwarded to the CPA for the organization to disseminate. Students will receive recognition for their contribution to the organization.

The late penalty and dispute resolution policy for is the same for the final group paper.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

In general, in this course there final grades will be rounded to the nearest whole number. In light of the opportunities students have to increase their final grade via research participation, please do not send requests to the instructor for extra credit or for grades to be rounded up.

Tentative Lecture Schedule

The Zoom meetings during the class period are tutorials where the instructor will meet with the class. The purpose of the meetings will be for students to ask questions and get help. Attendance is not required for these synchronous Zoom meetings. There are three types of activities that we will be conducting synchronously during the assigned class period. In order of priority, these activities are:

- (1) Review of “Muddiest Points”. At the end of each lesson, there is a place for students to post their “muddiest points”, which are any areas that remain where students need support.
- (2) Review of Discussion Questions. Each lesson’s lecture activities contains discussion questions. That is, each lesson involves discussion questions where students can post their responses. *Please vote for discussions by “liking” the posts of others that you find interesting or discussion-worthy.* These discussions will be taken up by the instructor.
- (3) University Skills Tutorials. If time permits, the instructor will present workshops covering university skills and success. Tutorials could include assignment clarification, using the library to do archival/histographical work, structuring and writing effective arguments, time management, stress/mental healthy management, study skills for different forms of assessment, preparing for graduate school, and so on. Some of the tutorials will be determined by the instructor and some will be determined by the class via a survey.

Lesson & Chapters	Date	Activities & Due Dates
University Lectures begin.	Tu Sep 8	
Introduction	Thu Sep 10	
Psychological Foundations in Ancient Greece (Chapter 3)	Sat Sep 12	Pre-lecture quiz on Chapter 3 due at 11:59pm MST
	Thu Sep 17	Lecture Activities on Chapter 3 due at 6:00am MST. Tutorial on Chapter 3 – 6-8:45pm MST <i>Last day to drop a class without financial penalty</i>
	Fri Sep 18	<i>Last day to add or swap a course</i>
Sensationalism & Positivism: The French Tradition (Chapter 8)	Sat Sept 19	Pre-lecture quiz on Chapter 8 due at 11:59pm MST
	Thu Sep 24	Lecture Activities on Chapter 8 due at 6:00am MST. Tutorial on Chapter 8 – 6-8:45pm MST Essay # 1 (chapters 3, 8, & 11) Opens at 8:45pm MST

	Fri Sep 25	<i>Fee payment deadline for Fall Term full and half courses.</i>
Romanticism & Existentialism (Chapter 11)	Sat Sep 26	Pre-lecture quiz on Chapter 11 due at 11:59pm MST
	Thu Oct 1	Lecture Activities on Chapter 11 due at 6:00am MST. Tutorial on Chapter 11 – 6-8:45pm MST
Nineteenth-Century Bases of Psychology (Chapter 12)	Sat Oct 6	Pre-lecture quiz on Chapter 12 due at 11:59pm MST Essay # 1 (chapters 3, 8, & 11) Due at 11:59pm MST
	Thu Oct 8	Lecture Activities on Chapter 12 due at 6:00am MST. Tutorial on Chapter 12 – 6-8:45pm MST
Founding of Modern Psychology (Chapter 13)	Sat Oct 10	Pre-lecture quiz on Chapter 13 due at 11:59pm MST
	M Oct 12	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
	Thu Oct 15	Lecture Activities on Chapter 13 due at 6:00am MST. Tutorial on Chapter 13 – 6-8:45pm MST
American Functionalism (Chapter 14)	Sat Oct 17	Pre-lecture quiz on Chapter 14 due at 11:59pm MST
	Thu Oct 22	Lecture Activities on Chapter 14 due at 6:00am MST. Tutorial on Chapter 14 – 6-8:45pm MST
The Gestalt Movement (Chapter 15)	Sat Oct 24	Pre-lecture quiz on Chapter 15 due at 11:59pm MST
	Thu Oct 29	Lecture Activities on Chapter 15 due at

		6:00am MST. Tutorial on Chapter 15 – 6-8:45pm MST Essay # 2 (chapters 12, 13, 14, & 15) Opens at 8:45pm MST
Psychoanalysis (Chapter 16)	Sat Oct 31	Pre-lecture quiz on Chapter 16 due at 11:59pm MST
	Thur Nov 5	Lecture Activities on Chapter 16 due at 6:00am MST. Tutorial on Chapter 16 – 6-8:45pm MST
Behaviourism (Chapter 17)	Sat Nov 14	Pre-lecture quiz on Chapter 17 due at 11:59pm MST Essay # 2 (chapters 12, 13, 14, & 15) Due at 11:59pm MST
	Nov 8-14	<i>Term Break No Classes</i>
	W Nov 11	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
	Thu Nov 19	Lecture Activities on Chapter 17 due at 6:00am MST. Tutorial on Chapter 17 – 6-8:45pm MST
	Sat Nov 21	Pre-lecture quiz on Chapter 18 due at 11:59pm MST Final group paper due at 11:59pm MST Final group podcast due at 11:59pm MST
The Third Force Movement (Chapter 18)	Thu Nov 26	Lecture Activities on Chapter 18 due at 6:00am MST. Tutorial on Chapter 18 – 6-8:45pm MST
	Sat Nov 28	Pre-lecture quiz on Chapter 19 due at 11:59pm MST
Cognitive Psychology (Chapter 19)		

	Thu Dec 3	Lecture Activities on Chapter 19 due at 6:00am MST. Tutorial on Chapter 19 – 6-8:45pm MST Essay # 3 (chapters 16, 17, 18, & 19) Opens at 8:45pm MST
	W Dec 9	<i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</i>
	Sat Dec 13	Essay # 3 (chapters 16, 17, 18, & 19) Due at 11:59pm MST
	Dec 12-23	<i>Fall Final Exam Period</i>

Course Credits for Research Participation

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Wednesday, December 9, 2020**.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Assessments

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up

exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 17, 2020**. Last day add/swap a course is **Friday, September 18, 2020**. The last day to withdraw from this course is **Wednesday, December 9, 2020**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>