



Instructor:	Hank Stam	Lecture Location:	EDC 286
Phone:	403-220-5683	Lecture Days/Time:	Thu. 9:00-11:45
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Office Hours:	By Appointment		

Course Description and Goals

This course will examine (a) the history of psychological concepts in Western culture, (b) major theoretical systems and research approaches of twentieth-century psychology, and (c) the foundational assumptions of contemporary perspectives in psychology. We will focus on selected topics both in the *intellectual* as well as the *institutional* and *social* history of the discipline. The relationship between these two forms of history (assuming they can be separated) remains ambiguous, as is the question of "history" itself.

Historical research on psychology by historians of science and psychologists has altered dramatically in the past thirty years and become contested terrain. Institutional history is no longer "celebratory" or a chronology of the "great" minds of the past who forged the way to some valued present understanding of the topics that have created the current discipline. Instead, historians have sought to understand how important research questions have come to be asked in the discipline as a consequence of social practices and forces, institutional priorities and the social arrangements of the discipline itself. This has been linked with historians' of science concern with the social and institutional foundations of science itself. This does not in any way deny the importance of those whose ideas and work has changed the discipline, but this remains to be understood in a broader context. This is especially the case in psychology where the major topics of the discipline turn over rapidly without having been solved in any substantial way.

As a consequence of these directions taken in the history of psychology, and the interest shown in psychology by historians themselves (not just psychologists-turned- historians), the historical literature has grown substantially over the past decades making it impossible to simply teach an "overview" of the history of psychology. Therefore, we shall be focusing on the rise and decline of "schools" and "systems" of psychology in the early twentieth-century and the developing research fields traditions past WWII. In addition, the history of twentieth century psychology is inevitably bound up with disputes and movements in the philosophy and sociology of science. We will examine these along the way by focusing on what kind of science psychology might reasonably be and what models of science sacrifice psychological phenomena to a standard of inquiry unattainable in the discipline. Finally, the continuing fractionation of the discipline raises questions about the existence of central or core psychological phenomena and how these

are parsed within the disciplinary institutions designed to study these phenomena. Confronted with the historical constitution of human action and cognition, the core question confronting any serious consideration of psychological phenomena is how such physical beings as we are can also be such thoroughly historical and meaning making beings at the same time. As such history is not just a way of considering psychology, it *is* psychology.

Required Readings:

A separate reading list/class schedule will be made available on D2L before the first class.

1. Two books have been placed in the Reserve Reading Room of the library. Chapters from these books will be required reading as noted on the reading list.

Danziger, K. (1990). *Constructing the subject: Historical origins of psychological research*. Cambridge University Press.

Richards, G. (2003). *Putting Psychology in Its Place: An Introduction from a Critical Historical Perspective* (3rd edition). Routledge.

2. A series of historical papers, almost all of these will be from electronically available journals. The list will be available before the first class. Any copying must be done within the confines of the University of Calgary copyright policy, see <http://library.ucalgary.ca/copyright>

Recommended Reading

1. Benjamin, L. T. & Baker, D. (2003). *From Seance to Science: A History of the Profession of Psychology in America*. Wadsworth.
2. Danziger, K. (1997). *Naming the mind: How Psychology Found Its Language*. London: Sage.
3. Sklansky, J. (2002). *The soul's economy*. Chapel Hill: University of North Carolina Press.
4. Smith, R. (2013). *Between mind and nature: A history of psychology*. London: Reaktion Books.
5. Daston, L. & Galison, P. (2010). *Objectivity*. New York: Zone Books.

Class notes: I will be preparing PowerPoint slides and will make these available on D2L. However, this is not a lecture course, there is no final exam and the powerpoint slides are really just there as an outline, given that we don't use a textbook.

Note about the readings. There is no traditional text for this course. In the past I have used the Benjamin and Baker book (above) and Leahey's *History of modern psychology* and thereafter used Thorne and Henley's *Connections in the history and systems of psychology* but found all deficient on a number of points for graduate students. You are really beyond the textbook

phase of instruction and so should try to form a coherent picture of the unfolding of the discipline of psychology as you go along.

Danziger's books and Richards's book are a good example of the "new" history, which has come to have a strong influence on how we understand the discipline. They take seriously the notion that knowledge is the outcome of both individual and socially negotiated processes and institutional factors. They demonstrate this by taking such common terms as intelligence, motivation, personality, learning, stimulation, behavior, and attitude and show how these come to take on their contemporary meaning within the discipline. Richards' book debunks the traditional linear understanding we have of psychology as a direct descendant of ancient philosophy and/or pre-19th century physiology and contextualizes a set of important developments in the institutional formation of the discipline. Sklansky's book is important for demonstrating how psychology did not emerge in some pristine isolation but carries within it the marks of the world in which it is practiced. Smith is remarkably up to date on numerous developments in historiography and has a generous overview of psychology's international developments. Daston & Galison's book is now a classic in the history of science, demonstrating how the notion of 'objectivity' not only has a history but has shifted over time.

Requirements

1. Paper: Your major requirement for the course will be to write a paper on a topic in the history of psychology. The topic will be of your own choosing but must fall within the time period from 1860-1980. It should fall within only a selected aspect of that time period but depending on your topic, you may choose to cover the entire range. For examples of the kind of paper I am looking for see articles in the APA journal, *History of Psychology*, or *Journal of the History of the Behavioural Sciences*, *Isis*, *History of the Human Sciences*, *Journal of the History of Ideas*, or occasional historical papers in *Theory & Psychology* and the *American Psychologist* as well. Your paper should cover some particular aspect of the history of psychology in depth (e.g., "the concept of evolution in late nineteenth-century thought"), or compare two or more individuals on a topic (e.g., "Wundt and James on consciousness") and should not be a superficial coverage of some broad historical topic or period (e.g., "the history of cognition" although the "history of the *term* 'cognition'" might work) nor should it be the biography of a single person. The latter tends to encourage hero worship or ahistorical biographical writing.

You should use original sources to construct your argument and rely on secondary sources only where they amplify or clarify the material at hand or in cases where secondary sources have come to lead us to see the primary material in an entirely different light (such as Danziger's book). Your paper is not a chronology but an historical interpretation of people, events, contexts, communities and ideas. As such it is an attempt to both re-construct a time and place as well as an opportunity to argue for a particular interpretation of that time and place. As a rough guideline, aim for a paper of 6,000 to 7,000 words - but circumstances may dictate a paper of different length. A paper must include an abstract.

Resources for your paper: It is important to note that the Web has changed the work of historians everywhere in a way that is different from the web's impact on professions such as psychology. Because historians work primarily with original or rare documents, archival material is being placed on the web at an increasing rate and because copyrights expire on

classic books and journals, there are more of these important historical documents appearing on the web each year. For example, begin your search at the York University website "Classics in the History of Psychology" maintained by Chris Green. This one is at <http://psychclassics.yorku.ca/> and contains the full texts of many older articles and chapters. The site also contains links to hundreds of other relevant works posted at other sites as well as original articles by historians of psychology. Once you begin searching you will discover others including links to many important archives where original material is sometimes placed on the web, making it available in a way that would be impossible to access otherwise. Beware however of relying exclusively on the web. While it is a great resource, there are many books and articles that will require a search in the library or requests from interlibrary loans.

Chris Green has also created a series of podcasts: [This Week in the History of Psychology](http://www.yorku.ca/christo/podcasts/) - a 30-episode podcast series. Each show is about 25 minutes in length, and features an interview with a working historian of psychology on a featured topic in his or her area of expertise -- available on iTunes as well if you know where to look. You can hear historians of psychology discuss up to date issues in a summary fashion that quickly gives you a sense of the issues. You can find this here: <http://www.yorku.ca/christo/podcasts/>

The Outline: Before you write your paper you should discuss the topic with me. You will decide by the class of **October 4** (week 5, or any time before October 4) what your topic will be and hand in a one page outline. This outline should include a brief description of the proposed topic and a thesis statement. In most cases I would expect to see an outline of at least 300 words with an annotated bibliography of the 5 most important references you will use. If the outline does not contain a thesis statement or an annotated bibliography I will ask for a new outline.

Please send me the outline as an email attachment in Word because I will write my comments on your outline electronically. However, your actual paper itself must be handed in both electronically and as hard copy.

The paper itself is due on Friday, December 7, the last day of classes. If you find that after committing to a topic you are in fact unable to write the paper for reasons that might include the availability of resource materials, you may change your topic. However, you must check with me first and discuss your new topic with me before going ahead and writing your essay. Changing your topic without getting approval will cost you a full grade point on the paper. Value of the essay – 45%.

2. Presentation: Since you are going to become an expert on some topic in the history of psychology by writing a paper about that topic, you will present your research in seminar form to the class. You should integrate your topic with that of the course material, present the background and give us an overview of your research and your argument, especially the importance of your argument to understanding some period or problem in the history of psychology. Make sure you prepare a one-page outline for your seminar. Send a copy of your slides to me the day before so I can print them off before class. By the class of **October 18** (week 7) you will have chosen a date for your presentation in one of the last weeks of class – depending in part on your topic and your negotiation with your peers. Total value of presentation: 15%.

3. **Journals:** Each week you will write a brief summary statement about the readings along with critical reflections and comments and hand them in to me at the beginning of class. The two parts are to be clearly separated: (a) a brief summary in your own words, and (b) a critical evaluation. This paper must be 750 words minimum, and 1200 words maximum. Value: 9 @ 4% = 36%. In order to pass this course, you must complete all assignments. That means handing in all 9 reports. Please note that these should be handed in as hard copies. Each week I will ask you to provide two-minute summaries of the papers. That means each week several people will be called on to present brief statements.

4. **Attendance:** I take it as a given that you are professionals, hence for graduate students attendance is not optional. In the event of illness or emergency please let me know in advance that you are not going to be able to make it to class.

5. **Participation:** This is a seminar, not a lecture course. Your participation is worth 4% of your final grade. Participation is meant to include not just class discussions (where some people are obviously less talkative than others) but overall involvement in the course. It is also based on the summary presentations.

Grading Scale

The final percentage obtained in the course will be assigned according to the following 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. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Date	Topic/Activity
R Sep 6	Class begins. The Science Question, the History Question and the Western Intellectual Tradition, conceptions of human nature to the 19 th century.
R Sep 13	Foundations: The messy, complex Nineteenth Century
R Sep 20	Wundt and the Creation of a Scientific Psychology
R Sep 27	North America and the Psychology of Adaptation, Women's place in the New Psychology
R Oct 4	Behaviorism takes on the world and loses, but not completely....
R Oct 11	The History of Psychiatry reduced to one easy (well, maybe) lesson.
R Oct 18	Freud and the Medical Tradition, how could he be so wrong and so popular!
R Oct 25	Applied and Clinical Psychology and their domination of the discipline
R Nov 8	Whatever happened to the 'social' in Social Psychology
Nov 11-17	Reading Days. No lectures.
R Nov 22	The not so 'New' Cognitive Psychology and beyond
R Nov 29	Student Presentations
R Dec 6	Student Presentations

F Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
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Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. 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

http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Travel During Exams

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 http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

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.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and still receive a tuition fee refund is September 13, 2018. Last day for registration/change of registration is September 14, 2018. The last day to withdraw from this course is December 7, 2018.