UNIVERSITY OF CALGARY

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Course number: PSYC601	Course Name: History of Psychology	Spring 2023

Instructor:	James Cresswell, Ph.D	**Lecture Location:**	Online D2L: Discussion & Lectures
Phone:	403-410-2000 ext 6904	**Lecture Days/Time:**	MTWRF 9-11:45 MST
Email:	James.cresswell@ucalgary.ca		
Office:	N/A – Online		
Office Hours:	As per appointment booked via email		

Course Description

History of psychological concepts in Western culture, major theoretical systems of twentieth-century psychology, foundational assumptions of theories in contemporary psychology.

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
Demonstrate the ability to described different movements and systems of thought in psychology	Lecture activities
Demonstrate the ability to conduct research on the development of theory in psychology	Genealogy Paper
Demonstrate the ability to critical reflect on the history of psychology to develop applications for current work	Lecture activities
Demonstrate the ability to summarize and present psychological research in an accessible manner	Vocational paper
Demonstrate the ability to link history to contemporary issues in psychology	Seminar Facilitation & Summary
Demonstrate the ability to synthesize research to defend a position in written format	Genealogy paper; Vocational paper

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 is online. Starting in April, students will have access to recorded lectures on the textbook and lecture activities (i.e. discussion posts). These are available on D2L. Students are <u>encouraged</u> to complete the bulk of the online work before the course starts. Short courses and be intense and it is good for our mental health to avoid overloading ourselves..
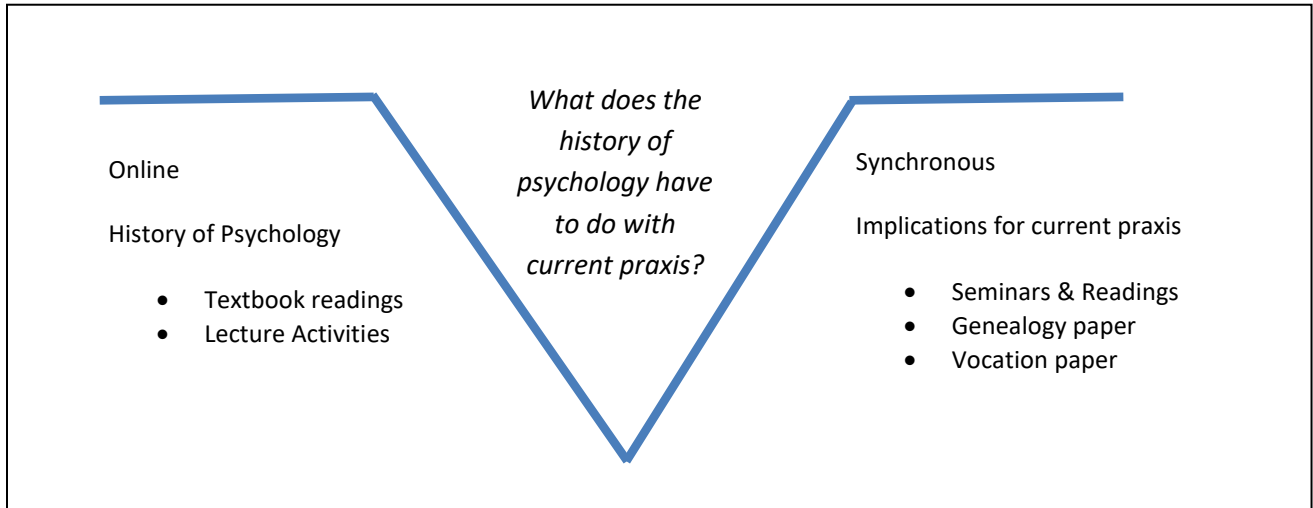
Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

Required Texts and Readings

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

- Available:
  - o E-version University Calgary Bookstore.
- E-text
  - o 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
  - o PUBLISHER (~$93): https://www.cambridge.org/ca/academic/subjects/psychology/history-psychology/history-and-systems-psychology-7th-edition?format=AR
- Seminar Readings – Available on D2L
  - o See tentative schedule below

Note: the 8th edition of the textbook has just been released and so the bookstore cannot carry the hard copy. Since the instructor has not yet received the book from the publisher, this class will use the 7th edition that is available online and from the bookstore in e-version.

Assessment Methods

	Weight	Due Date
Lecture Activities	25%	As per schedule below
Seminar Facilitation	25%	Fri May 12, 23:59 MST
Genealogy Paper	30%	Fri May 19, 23:59 MST
Vocation Paper	20%	Fri Jun 2, 23:59 MST

Lecture Activities (25%)

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

(1) <u>Textbook readings</u>. Students are required to read the textbook, but there will be no formal assessment on the book.

(2) <u>Lecture activities</u>. These amount to a recorded lecture with discussion questions. Each discussion question is worth 1 mark. 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.

Seminar Facilitation (25%)

This class will include synchronous seminars on readings that speak to current issues of social justice in light of themes that roughly correspond to ideas in the history of psychology. Note that real life links are a little bit messy and some links between current practice and historical happenings are tough to grasp. The facilitator must plan to direct about a 15-30 minute discussion and hand in the following:

- Summary of the article (about 2 paragraphs)
- 5 Discussion Questions for the seminar (what one likes, didn't like, didn't understand, and so forth). The purpose is to create generative discussion.
- Summary of the seminar discussion (point form is fine – think of these a meeting minutes)
- One paragraph describing key points that one can see applying to one's own life and practice.

There will be a dropbox on D2L where students can submit their assignment.

A list of topics and readings can be found in the class schedule below. On the first day of class, students can pick which article they'd like. We cannot cover every single reading on the list, but we will aim to cover a minimum of two papers per topic.

- The sign up list will also be a system for article selection. If there are no students signed up for a reading, we will not cover it.
- Due to the number of the students in the class, students may have co-facilitate. Students sill must submit individual submissions and not group submissions.
- At least two readings per topic must be claimed before students can begin to sign up with another person.

Genealogy Paper (30%)

There are two tasks that a paper like this requires:

1. Tracing a current (last 5 years) research paper 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 at least 10 sources (you do not need to go back more than 30 years).

1. 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. It should be around 10 pages long (excluding title and reference pages). 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 topic of the paper is up to students. The paper should include the following components:

- Introduction: Introduce the topic, a problem of some sort, and the objective of the paper (i.e. a thesis statement).
- Methods: A description of the process that the group used to find and determine the articles that will be discussed in the paper. This section should contain an overview of the articles in terms of

a timeline and orientation to the articles used for the paper. This section should be approached in terms of the "data" collected for the project.

- Results: A description of what the group found when they looked at the articles. This can include, for example, a discussion of the evolution of an idea, the changes in how in a given topic is discussed, changes to methodology over time, or blind spots displayed by authors.
- Discussion: A discussion of the implications emerging from the analysis of the articles. This discussion should speculate on current and future activities linked to the field of study. Think of this section as the "so what" of the forgoing.

The content of the paper is up to students. 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.

Vocation Paper (25%)
Ideally, the genealogy paper addresses some area relevant to the students' vocation. The goal of the vocational paper is to add a reflection about what they are doing in life to the genealogy. That is, students are expected to reflect on an area and speculate on how it will inform their future vocation and professional practice. That is, students are expected to *revise the genealogy paper and extend* the discussion to include implications in light of their own vocation and work.

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. The paper should be no more than 15 pages long (excluding title and reference pages).

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.

Faculty of Graduate Studies Grading System
A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

Grading Scale
A+ = Outstanding performance, A = Excellent performance, A- = Very good performance
B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

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%

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-).

Tentative Lecture Schedule

Generic Daily Schedule (times are flexible as per class discussion):

9:45-10:45	Review of Lecture Activities & Questions
10:00-10:10	Break
10:10-10:55	Seminar Discussion(s)
10:55-11:05	Break
11:05-11:45	Seminar Discussion(s)

Date	Topic & Chapter	Seminar Readings	Submissions & Notes
M May 1	Orientation & Course outline (short class) Psychological Foundations in Ancient Greece (Chapter 3)	Araujo, S. (2018). A role for the history of psychology in theoretical and philosophical psychology. In T. Teo (Ed.) *Re-envisioning theoretical psychology* (pp. 111-130). Palgrave McMillan. Teo, T. (2015). Historical thinking as a tool for theoretical psychology: On objectivity. In J. Martin, J. Sugarman & K. L. Slaney (Eds.), *The Wiley handbook of theoretical and philosophical psychology: Methods, approaches and new directions for social sciences* (pp. 135-150). New York: Wiley.	No Lecture Activities for Ch 3 Only 1 seminar on this date
T May 2	Sensationalism & Positivism: The French Tradition (Chapter 8) Romanticism & Existentialism (Chapter 11)	Danziger, K. (1990). From quantification to methodolatry. In K. Danziger *Constructing the Subject* (pp. 136-155). Cambridge University Press. Pope, K. S. (2016). The code not taken: The path from guild ethics to torture and our continuing choices. *Canadian Psychology/Psychologie Canadienne, 57*(1), 51-59. https://doi.org/10.1037/cap0000043	Lecture Activities for chs. 8 & 11 Due at 09:00 MST Only 1 seminar on this date

		Bhatia, S., & Priya, K. R. (2018). Decolonizing culture: Euro-American psychology and the shaping of neoliberal selves in India. *Theory & Psychology*, *28*(5), 645-668. https://doi.org/10.1177/0959354318791315	
W May 3	Nineteenth-Century Bases of Psychology (Chapter 12)	Rolin, K. (2016). Values, standpoints, and scientific/intellectual movements. *Studies in History and Philosophy of Science, 56*, 11-19. doi:10.1016/j.shpsa.2015.10.008 Deacon, B. J. (2013). The biomedical model of mental disorder: A critical analysis of its validity, utility, and effects on psychotherapy research. *Clinical Psychology Review, 33*(7), 846-861. doi:http://dx.doi.org/10.1016/j.cpr.2012.09.007 Teo, T. (2011). Empirical race psychology and the hermeneutics of epistemological violence. *Human Studies*, 34, 237-255. doi: 10.1007/s10746-011-9179-8	Lecture Activities for ch. 12 Due at 09:00 MST
R May 4	Founding of Modern Psychology (Chapter 13)	Danziger, K. (1990). *Constructing the subject*. Cambridge University Press. - Chapters 2 and 4 – note that ch 3 is included in the reading but it is not required Martinez-Cola, M. (2020). Collectors, Nightlights, and Allies, Oh My! White Mentors in the Academy. *Understanding and Dismantling Privilege*, *10*(1), 25-57. Teo, T. (2009). Psychology without Caucasians. *Canadian Psychology*, *50* (2), 91-97. doi:10.1037/a0014393	Lecture Activities for ch. 13 Due at 09:00 MST
F May 5	American Functionalism (Chapter 14)	Buchanan, N. T., & Wiklund, L. O. (2020). Why clinical science must change or die: Integrating intersectionality and social justice. *Women & Therapy*, *43*(3-4), 309-329. https://doi.org/10.1080/02703149.2020.1729470 Hegarty, P. (2007). From genius inverts to gendered intelligence: Lewis Terman and the Power of the Norm. *History of Psychology, 10,* 132-155.	Lecture Activities for ch. 14 Due at 09:00 MST
M May 8	The Gestalt Movement (Chapter 15)	Gone, J. P. (2011). Is psychological science a-cultural?. *Cultural Diversity and Ethnic Minority*	Lecture Activities for ch. 15 Due at 09:00 MST

		Psychology, *17*(3), 234. https://doi.org/10.1037/a0023805 Martin, J., & Sugarman, J. (2009). Does interpretation in psychology differ from interpretation in natural science? *Journal for the Theory of Social Behaviour, 39*(1), 19-37. doi:10.1111/j.1468-5914.2008.00394.x Teo, T. & Febbraro, A. (2003). Ethnocentrism as a form of intuition in psychology. *Theory and Psychology*, *13* (5), 673-694. doi:10.1177/09593543030135009 Wilson, S. (2008). *Research is ceremony.* Fernwood Publishing. Chapters 4, 5, & 6	
T May 9	Psychoanalysis (Chapter 16)	Awaad, R., & Ali, S. (2016). A modern conceptualization of phobia in al-Balkhi's 9th century treatise: Sustenance of the Body and Soul. *Journal of Anxiety Disorders*, *37*, 89-93. https://doi.org/10.1016/j.janxdis.2015.11.003 Watkins, M. (2008). *Toward psychologies of libération.* Palgrave McMillan. Chapters 1 & 2 Marinelli, L. & Mayer, A. (2006) Forgetting Freud? For a New Historiography of Psychoanalysis. *Science in Context, 19,* 1-13.	Lecture Activities for ch. 16 Due at 09:00 MST
W May 10	Behaviourism (Chapter 17)	Tafreshi, D., Slaney, K. L., & Neufeld, S. D. (2016). Quantification in psychology: Critical analysis of an unreflective practice. *Journal of Theoretical and Philosophical Psychology, 36*(4), 233-249. https://doi.org/10.1037/teo0000048 Teo, T. (2017). From psychological science to the psychological humanities: Building a general theory of subjectivity. *Review of General Psychology, 21*(4), 281-291. doi:http://dx.doi.org/10.1037/gpr0000132	Lecture Activities for ch. 17 Due at 09:00 MST
R May 11	The Third Force Movement (Chapter 18)	Brannigan, A., Nicholson, I. & Cherry, F. (2015). Introduction to the special issue: Unplugging the Milgram machine. *Theory & Psychology, 25*, 551-563.	Lecture Activities for ch. 18 Due at 09:00 MST

		Rosenthal, L. (2016). Incorporating Intersectionality Into Psychology: An Opportunity to Promote Social Justice and Equity. *American Psychologist, 71*(6), 474-485. Smith, L. T. (2021). *Decolonizing methodologies.* Zed Books. Chapters 3 & 7	
F May 12	Cognitive Psychology (Chapter 19)	Adams, G., Dobles, I., Gómez, L. H., Kurtiş, T., & Molina, L. E. (2015). Decolonizing psychological science: Introduction to the special thematic section. *Journal of Social and Political Psychology, 3*(1), 213-238. https://doi.org/10.5964/jspp.v3i1.564 Sugarman, J. (2015). Neoliberalism and psychological ethics. *Journal of Theoretical and Philosophical Psychology, 35*(2), 103-116. doi:http://dx.doi.org/10.1037/a0038960	Lecture Activities for ch. 19 Due at 09:00 MST

Absence From A Test/Exam
Makeup tests/exams are **NOT** an option without the approval of the instructor
https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html   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 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
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 https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/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

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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
Courses taught according to a **non-standard schedule** have different drop, add and withdrawal deadlines. Please refer to the **Student Centre** for deadlines specific to courses with a non-standard schedule.