

PSYC 601

History and Systems of Psychology

Winter 2020

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<b>Instructor:</b>	Dr. Michaela Mara	<b>Lecture Location:</b>	Education Classroom Block 281
<b>Phone:</b>	TBA	<b>Lecture Days/Time:</b>	MTWRD 9:00 – 16:45 (January 6-10, 2020)
<b>Email:</b>	<a href="mailto:miczsky@yahoo.com">miczsky@yahoo.com</a>		
<b>Office Hours:</b>	TBA		

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### Course Description

This course will examine:

- the history of psychological concepts in Western culture,
- major theoretical systems and research approaches of twentieth-century psychology, and
- 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 that 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 as the same time. As such history is not just a way of considering psychology, it *is* psychology.

### **Prerequisites**

Consent of the department.

### **Required Text**

There is no traditional text for this course. A separate reading list/class schedule will be made available on D2L approximately one month prior to the first class.

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* (3<sup>rd</sup> edition). Routledge.

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

Powerpoint slides, that will serve as an outline, will be made available on D2L.

### **Assessment Methods**

1. Paper: 50% of final grade

-The topic will be on the history of psychology, which 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. 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 a 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 a 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. Papers much include an abstract

-As a rough guideline, aim for a paper of 6,000 to 7,000 words – but circumstances may dictate a paper of different length

-Deadline: April 15, 2020 handed in both electronically and as a hard copy to the Psychology Main Desk addressed to myself (i.e., in the green box outside of A255) by 4:00pm

-Examples of the kinds of papers that I am looking for and resources for your paper will be made available on D2L

-Paper Outline: By the second class (Jan 7, 2020) you need to submit a one-page outline. This outline should include a brief description of the proposed topic and a thesis statement. The outline should be at least 300 words with an annotated bibliography of the 5 most important references you will use. Please send me the outline as an email attachment in Word because I will write my comments on your outline electronically.

## 2. Journals: 25% of final grade

-Three journal submissions will consist of a brief summary about the readings assigned for that day along with critical reflections and comments. The two parts are to be clearly separated: (a) a brief summary in your own words, and (b) a critical evaluation.

-Must be 750 words minimum and 1200 words maximum

-In order to pass the course, you must complete all three journals

-Deadline: To be handed in as hard copies at the beginning of class #3, 4, and 5 (i.e., Jan 8, 9, and 10<sup>th</sup>, 2020)

-On each of these three days, I will ask each of you to provide summaries of your papers

## 3. Participation: 25% of final grade

-Includes class discussions, overall involvement in the course, as well as the summary presentations

Please Note: Late assignments will not be accepted without approved documentation.

### **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+	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-).

**Tentative Lecture Schedule**

Date	Topic/Activity/Due Date
M Jan 6	Class 1: Winter term begin. Morning: The Science Question, the History Question and the Western Intellectual Tradition, conceptions of human nature to the 19 <sup>th</sup> Century Afternoon: Foundations: The messy, complex Nineteenth Century
T Jan 7	Class 2: Submit Paper outline at the beginning of class. Morning: Wundt and the Creation of Scientific Psychology Afternoon: North America and the Psychology of Adaptation, Women’s Place in the New Psychology
W Jan 8	Class 3: Submit First Journal at the beginning of class. Morning: Behaviorism takes on the world Afternoon: The History of Psychiatry
R Jan 9	Class 4: Submit Second Journal at the beginning of class. Morning: Guest Lecture from Dr. Henderikus Stam on “Freud and the Medical Tradition” Afternoon: Applied and Clinical Psychology and their domination of the discipline
F Jan 10	Class 5: Submit Third Journal at the beginning of class. Morning: Whatever happened to the ‘social’ in Social Psychology Afternoon: The not so “new” Cognitive Psychology and beyond
M Jan 13	Winter Lectures Begin
R Jan 23	Last day to drop a class without financial penalty
F Jan 24	Last day to add or swap a course
F Jan 31	Tuition and Fee payment deadline
Feb 16-22	Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Feb 17	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
W Apr 15	PAPERS DUE by 4:00pm Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.

Apr 18-29	Winter Term Final Examinations.
Apr 10	Good Friday
Apr 30	Winter Term Ends

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

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

### **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](http://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 unauthorised 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.

### **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.

### **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 Accommodations**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students

needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **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 assembly point for this course is the atrium of Scurfield Hall.

### **Student Organizations**

The Psychology Graduate Students' Association (PGSA) is an organization built to provide support for all graduate students in the Department of Psychology. They can be contacted at [pgsa@ucalgary.ca](mailto:pgsa@ucalgary.ca)

The Graduate Student Association (GSA) Vice-President Academic can be reached at (403) 220-5997 or [gsa.vpa@ucalgary.ca](mailto:gsa.vpa@ucalgary.ca); Information about the GSA can be found here: <https://gsa.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](mailto:ombuds@ucalgary.ca)  
<https://www.ucalgary.ca/student-services/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 **Thursday, January 23, 2020**. Last day add/swap a course is **Friday, January 24, 2020**. The last day to withdraw from this course is **Wednesday, April 15, 2020**.