

# History of Psychology (PSYCH 380) W2017

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November 28, 2016

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## 1 Instructor and TA Information

- Instructor: Britt Anderson
- Instructor email: britt@uwaterloo.ca
- Office: PAS 4039
- Office Hours: W 9:00 – 10:00 & by arrangement
- Course Hours: T/TH 11:30 – 12:50
- Course Room: CPH3602
- TA:
- TA email:
- TA Office:
- TA Office Hours:

## 2 Course Description

An introduction to the origins of experimental scientific psychology, and an examination of their relation to contemporary practice.

### 2.1 What you should expect to learn

- What were the ideas, and who were the people, who created psychology as a scientific field?
- How did those intellectual foundations change over time and evolve into current practice? Specifically, what were the following movements all about? And what role did these individuals play in evolving the theory, methods, and focus of our field?
  - Physiology (Helmholtz)
  - Psychophysics (Weber/Fechner)
  - Structuralism (Wundt/Titchner/Ebbinghaus, and others)
  - Functionalism (James/Dewey)
  - Behaviorism (Watson)
  - Neobehaviorism (Tolman/Skinner/Hull)

- Gestaltism (Köhler/Wertheimer/Koffka/Lewin)
- Origins of applied psychology and its professionalism (Hall/Cattell/Witmer)
- How do these historical origins relate to *me* (the student) and my interests in psychology?
- How do I contrast and compare the value of these ideas and movements?
- How do I express myself clearly and logically on scientific issues?
  - In spontaneous discussion?
  - In short prepared remarks?
  - In professional writing?

## **2.2 How should you expect to learn**

- By reading original and secondary sources
- Discussing those readings and ideas with each other and with me in class
- Writing short essays addressing abstract questions derived from the material
- Making two short in class presentations
- Preparing a brief tutorial video
- Preparing for a final of mixed content (multiple choice and essay)

# **3 Materials**

## **3.1 Textbook**

History of Psychology by Edward P. Kardas

For this course you will only need chapters 8 – 15. A special version with only those chapters, and therefore cheaper, is available in the bookstore.

In addition, you can buy chapters electronically which, I am told, is even less expensive.

### **3.1.1 Write your own**

It is my hope that in future years the textbook can be free and online. See below in the extra credit section for details on how you can help make this happen, learn something about version control, and earn extra credit.

### 3.2 Other materials

We will frequently be reading original source materials. If they are available on line I will tell you where to find them. If not, I will put them on *Learn*.

The following websites are good ones to know for finding interesting material:

1. <https://archive.org>
2. <http://jstor.org>
  - For example, here are links to the American Journal of Psychology - the oldest English language journal of psychology - that cover from 1887 to the present.
3. Unfortunately, Psychological Review is not so nice (but this link does give you table-of-contents from 1894 to present). You have to go through the library's system to read the entries. You will need to do this for some of the in-class assignments.

## 4 Course Assessments

Type	Percent
In-Class Presentation 1	5
In-Class Presentation 2	5
Writing Assignment 1	5
Writing Assignment 2	5
Writing Assignment 3	5
Writing Assignment 4	20
Project (oral/video)	25
Final Examination	30
Extra Credit (Oral Hx)	5
Extra Credit (Text)	5
Total	100

### 4.1 In-class Presentations

There will be two in-class presentations. These should be three to five minutes. These relate to the learning goals of improving your ability to present ideas in a short oral format, and to give you a chance to find the connections between the historical work and your own current interests.

For presentation #1 you will pick an article from the **American Journal of Psychology** published before 1920.

For presentation #2 you will pick an article from either the **American Journal of Psychology** or the **Psychological Review** published between 1920 and 1945.

No power point or other presentation materials are required or encouraged (but choose what works for you *maybe* one slide to two would be useful if you need to show a graph from the paper or reproduce a figure).

You should share with us

- what article you chose,
- why you chose it,
- what it says or what point it made,
- what you learned,
- and whether you feel there are any useful connections to the themes discussed in class or psychology as it is currently practiced.

The **goal** here is for all of us to learn a bit about early original research in psychology, to learn about the interests of others in the class, and to find the contact points between our interests and psychology's origins. I also want you to get some practice with the short oral format. It is used in business and committee meetings, poster presentations, elevator pitches, and conference presentations. I expect everyone who does this in good faith to get full credit. This is more about the experience than style.

But you can lose points if:

- you fail to present at all
- that article doesn't meet the requirements of journal or date
- you otherwise widely deviate from the structure outlined above *without* my express permission.

## 4.2 Writing Assignments

There will be four writing assignments. The first three are worth much less than number 4. The idea is that I want you to have some chance to warm up, and better understand what is being aimed at before it really begins to count. The ability to express one's self clearly, briefly, and effectively is an important professional skill. You are not learning to write literature, but to write a brief persuasive essay. Many of you will never had had a chance to have your technical writing critiqued. Each of your essays will be read and graded by the graduate student or myself, and we will strive to give extensive feedback. Pay more attention to the feedback than the number. While you will be graded on the quality of your argument, you will also be graded on how well your writing achieves the goal of making a cogent, balanced argument. Since you have three warm-ups, you will see what we are after before the "big" one.

Each assignment will take the form of a response to a question that will be posted on-line. You will submit your response into a *Learn* dropbox. Using the "txt" format is preferred for maximum compatability with all word processing programs, but doc and pdf are acceptable (though discouraged unless we find some compatability problems with what you write in and what we use to grade it).

## 4.3 Project

Video presentations are an increasingly popular, maybe even essential tool, for effective professional and technical presentations. You need to learn how to do this. This is another aspect of effective presentations in speech, and in writing. How do you design an effective presentation when you are free to use all available technical means?

For the video project you will produce an approximately five minute video on an historical psychological topic. Examples of many past video can be found at our YouTube channel. Your video when it is submitted will be uploaded here as well. The topic for your video must be decided in consultation with me. The ability to communicate clearly and concisely a deep topic is an important skill. The ability to reach a wide audience by using newer media is becoming increasingly necessary as a professional skill. Those are the motivations for this assignment. I want you to combine the learning of this tool with some personal interest in an historical aspect of psychology. You are responsible for all aspects of production. The Mac computer lab has computers with many video tools. In addition, Windows Movie Maker is a program free to Windows users that has many video capabilities. You can use other tools, but narrated PowerPoints are not satisfactory. The completed video must be deposited in the Project dropbox.

### 4.3.1 How to lose points

1. You have not gotten approval for your topic by me in email before March 1, 2017. So if you decide to submit your idea late on Feb 28 you better be very confident that I am going to approve it.
2. Video too long. From when you start your content (after title if you have one) to when the credits run (if you have them), must be greater than 4 minutes and less than 5 minutes.
3. You don't have credits (or otherwise shown)
  - links for any images or other sources that you used
  - a list of references if not available as a link
  - credit for any music that you did use (even if not protected by copyright)
4. If youtube blocks your video for copyright violations. You are allowed to use small, short snippets for research, commentary, education, and critique. So you will not automatically lose points if youtube pulls your video if I think the use was fair and you got caught in some automated bot trap. But you should make sure that any music/video you borrow is either something you have the rights to, or is very pertinent to your point. In the past, most of the problems have been people using a copyright protected song as background music. Don't do this. Some more context can be found here.
5. Your video is unviewable, because you have provided it in a non-standard format, or because technically there is too much visual or auditory noise to be seen and understood.

6. Your video has not been uploaded to the *Learn* dropbox in a viewable format by midnight on April 3 (the last class date of the Winter term).

## 4.4 Extra Credit Options

### 4.4.1 Oral History

An oral history is a recording and transcript with a person on a topic of current or future historical interest. Over the last decade students in this class have been creating an audio archive of the history of psychology at Waterloo by participating in this oral history project. Several of the founding members of the department are in our archive, including several who are now deceased. If you would like to participate you can get up to 5% of your final grade in extra credit. Here is what you have to do.

1. Get a name for me for someone to interview.
2. Talk with me to find out the scope and type of questions that are important and relevant.
3. Learn the details of how to get consent, and how to provide an acknowledgement.
4. Find out a little bit about the person you are going to interview.
5. Find out how to get a hold of that person. Contact them. And arrange an interview.
6. The interview can be done on phone or in person, but it **must be recorded digitally**.
7. The interview can be no longer than one hour.
8. You will generate a written transcript (txt file) and upload it along with the audio recording to a *Learn* dropbox.
9. Complete the project by April 25 (last day of the exam period).

### 4.4.2 Text book

If you want to see the current "stub" version of the textbook that outlines its intended scope and content go to: Hist Psychol RtDs . The raw material for this site lives here on github. Github is one example of a social coding site that uses `git`, a version control program. Version control is used extensively for keeping software up to date and to allow collaboration. It is, in a sense, a track changes sort of program, but much more versatile. There are a lot of details here, e.g. you don't need to use github to use git, but what makes this extra credit is that it is up to you learn about this on your own. I just think it is a good idea to expose you to these tools that I see becoming a more common part of work and collaboration in the future, both in academic and commercial settings. To incentivize your learning I am offering the extra credit.

- If you figure out how to "clone" this repo send me an email with a link to your clone or forked version and I will give you 1%
- If you submit an accepted pull request for anything, even fixing the tiniest typo, I will give you another 1%
- If you submit an accepted pull request for something more than a typo, for example adding a paragraph or a figure or an interesting link with caption, I will give you 3%
- The maximum that this extra credit can total is 5%. And the two extra credit options are cumulative. You can do one, neither, or both for up to a maximum of 10%.

#### **4.5 Final Examination**

The final examination will take place in the final exam period. The final examination will be comprised of short answer and multiple choice questions as well as essay questions (similar to what you will have been doing for the writing assignments – see there is some logic here). All the short answer type questions will be drawn from your textbook. You are responsible for everything whether or not I lecture on it in class. You will need your own writing utensils. No books or electronic materials will be allowed.

### **5 Schedule**

*Tentative* — the actual dates and times can vary depending on our inclass progress. This is just to give you a general outline so that you can plan and budget your time and anticipate conflicts with other courses.



	Topics		Topics
Jan 3	Orientation and Philosophical Antecedents	Jan 5	Phil. Cont. Locke Reading Book2_CH1
Jan 10	Leibniz and Decartes Descartes Read Sec 19,21,23,31,34	Jan 12	Psychophysics: Fechner and Weber/ Leibniz Read 16 / Leibniz Read 32 W1 Due Class Activities: 2pt & Aesthetics
Jan 17	Physiology and Psychophysics Fechner Read Class Demo: Magnitude Demo	Jan 19	Helmholtz Reading pg 263 break to end chapter Wundt Lecture
Jan 24	Ebbinghaus Ebbinghaus Methods Chapter 3	Jan 26	W2 Due Other Germans
Jan 31	William James / Scavenger Hunt Titchener Lab Manual Exercise (in class)	Feb 2	Titchener Readings Ch. 91/92 Titchener Contrast Experiment
Feb 7	Women	Feb 9	G. Stanley Hall Early Lab Reading
Feb 14	Article Presentations 1	Feb 16	Darwin & Romanes
Feb 21	Holiday	Feb 23	Holiday
Feb 28	— Buffer — Must have Video Approved by March 1	Mar 2	Lloyd-Morgan/Thorndike/Sanford Rat Read Puzzle Box Read
Mar 7	Behaviorist Manifesto	Mar 9	Watson & Hull W3 Due
Mar 14	Skinner and Tolman Cognitive Maps Superstitious Behavior	Mar 16	Wertheimer & Koffka (Gestalt)
Mar 21	Lewin & Köhler	Mar 23	Article Presentations 2
Mar 28	Intelligence and Application Correlation Reading (discussion of results starts page 42)	Mar 30	Applications cont. W4 Due

## 6 Late Work

Late work is not accepted.

## 7 Electronic Device Policy

Any and all are welcome. It can be useful to be able to consult material or look up a reference in class.

## **8 Attendance Policy**

Whether or not you come to class is up to you, but by the same token if you miss class do not expect me to repeat or summarize what was presented. Your classmates will be your best resource for finding out what was discussed. Also, if you miss a day you are supposed to present something, you will be out of luck.

## **9 Boilerplate**

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

### **9.1 Cross-listed course**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **9.2 Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

### **9.3 Discipline**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

### **9.4 Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

## **9.5 Appeals**

A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

## **9.6 Other sources of information for students**

- Academic integrity (Arts) Academic Integrity Office (uWaterloo)
- Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.