

History of Psychology

380

Fall 2011

1 Instructor Information

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Office hours: Tuesday 10:00 am - 12:00 pm

2 TA Information

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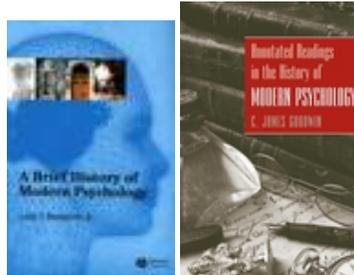
Office hours: Wednesday 2 - 3 pm

3 Course Description

Although psychology has a long past, it has a short history with its “official” founding date usually given as 1879. What were the theories and methods of early psychology and how can those ideas and debates inform our own research and understanding of psychological topics in the modern era? The course takes a tour of major psychological movements from structuralism to Gestaltism. Along the way we read original works and demonstrate early experimental techniques. We use these experiences as the basis for discussing what motivated the field’s founders and debating how those ideas apply to current practice.

4 Required Textbooks

There are two required textbooks.



A Brief History of Modern Psychology. Ludy T. Benjamin, Jr. 2006, 264 pages, ISBN: 9781405132060.

This book provides an inexpensive and brief overview of all the topics we will be discussing. Readings assigned from this book are easy to complete and form a baseline for our discussion. Selections from the literature, usually as pdfs, will be available on-line to supplement this text.

Annotated Readings in the History of Modern Psychology, C. James Goodwin 2010, 270 pages, ISBN:978-0-470-22811-1

We don't want to just read about what early psychologists did, we want to read the works of early psychologists. While many of the original works are freely available on-line this book provides a nice edited selection and it provides annotations to help guide you to reading this early literature. I will also assign readings from this book and will try to have class discussions based on these readings. Whether we have a discussion or I just talk at you, will depend on how many of you read the assignments and think about what they mean.

5 Course Requirements, Expectations, and Grading

5.1 Requirements

The goal of this course is to give you a familiarity with the facts and movements of psychology so that you can use these ideas to improve your practice of psychology; be that as a researcher, clinician, or in any other occupation. Although the facts to be taught are those of psychology, the lessons are more general: how to evaluate a claim and how to effectively communicate an opinion.

While, in some sense, lecture is the easiest for both professor and student, it is not the best educational method. At least it is not if the goal is to give you a fund of knowledge that you can utilize beyond the classroom and in novel situations. Therefore, I make an effort to try and engage you in the material. This can be a bit of a challenge

for a “history” course, but I will try and the success of that effort is largely dependent on whether you are willing to buy in and participate.

Some of what we do will be traditional lecture, but I will also have a couple of classes where we reproduce some early experimental techniques so that we can discuss what we see as their pros and cons. In addition, I will have you read some selections from early psychologists so that we can have a conversation about those also. In order to facilitate this discussion I call on students to speak in class. If you come to class you will get called on.

Practically speaking, I expect you to have read the material that is relevant for the lecture *prior* to the class where I will be discussing that material. If you do this, you will get more out of the lecture and activities and you will be less embarrassed when I call on you.

I don’t believe that one or two multiple choice midterms are the best method for assessing your knowledge or, and more importantly, helping you to internalize the information. Therefore, the major assessment method is a weekly assignment. Sometimes these will be brief participatory assignments, other times they take the form of a question to which you will have to write a brief essay. In the past, I have found that some students take these rather lightly, if that is the case, and a large proportion of the class seems to be skipping the readings and other wise ill-informed, then I reserve the right to have short quizzes. I will give at least one week notice if I call a quiz. These assignments constitute 20% of your grade and they are relatively easy compared to the final. Therefore, it is to your benefit to do them and do them well, storing up as many points as you can.

The final is essay. The writing assignments during the course give you a chance to practice writing in a persuasive, professional, expository style. They are good practice for the type of questions that will show up on the final. The final is worth 60%. It will be open book. In fact, it is more than open book; you can bring any materials with you that you think will help, such as your course notes, handouts, etc. The only things you cannot bring are computers or a prewritten exam. Do not think that being allowed to bring materials makes the exam easy. If the exam were easy, I wouldn’t need to let you bring books. What will make this exam difficult for some of you is that it requires you to select facts and integrate them. You will then need to write in a logical, coherent way. Often, our knowledge at University is assessed by our ability to spit back facts, but that is not how our knowledge is used in business or research. People want us to generate ideas and support those with data. They want us to perform tasks skillfully and to be able to adapt our known skills to new situations. Those are some of the skills that I want the final to assess. I think that helps you prepare for the challenges you will face in your post-University years. Whether you are presenting a business proposal or summarizing a clinical case, this skill will stand you in good stead.

In addition to the assignments, you will have to complete a project. I call this a “final” project because it is due before the end of term. However, it is not a final project in the sense that it is supposed to be large or grand. It is my effort to get you to engage in the history and learn something relevant to your interests. Then, I want you to share that knowledge with your peers. The format for this project is a brief video (I will show examples). This video projects gives you more opportunity to select your own topic. You will acquire information and images for making the topic clear to

others and prepare a brief video that could be posted on the web. Your video should be between three and five minutes. I must approve the topic and outline of the video prior to its production. It must be provided in a commonly readable video format and contain appropriate copyright information. It needs to conclude with references and guide for further information.

5.2 Grades

Your grade will be a composite of,

- classroom participation (a “soft” measure that I use as a tie breaker)
- homework assignments - 20%
- final examination (essay) - 60%
- project - 20%
- extra-credit -up to 5%. You may pick only one of the following two options. Each is designed to expose you to a different aspect of the practice of History of Psychology.
 - Oral History (up to 5%) You will arrange, conduct, and record a one hour interview with someone affiliated with the early years of UWaterloo Psychology. I have a list of possible people to contact. You have to get the name from me, and you cannot change your subject without permission. I have extensive further instructions if you elect this option. This is your chance to actually do some real historical research. In 2009, one of the students interviewed the first woman psychology faculty member at UW. Unfortunately, she passed away shortly thereafter. That one hour interview is the only record we have of her discussing her early experiences at the “new” University of Waterloo.
 - Library Review (up to 3%) Many of you have never looked up an article in the library. However, research in archives, going through old, uncatalogued material, is a part of the mining operations of historical research. For this option you will review a volume of a scientific journal looking for any reference to UWaterloo Psychology. You will supply a listing of everywhere UW is mentioned including topic and page so that it can be integrated into a single database. You must contact me for the assignment in order that I may assign you the particular year, volume, and journal. Your grade does not depend on how much you find, but rather how complete is your search.

5.3 Expectations

If you don't understand something, you will talk to me.

Before the end of the course you should make sure I know your name.¹

If you like the material, but are worried about your grade, you will talk to me before panicking and dropping. Things are likely not as bad as you fear.

I hope the course will challenge you and make you think. That is not the same thing as being a hard course. If you come to class having read the material and you make an effort on all assignments you will do fine. I have not had to fail anyone yet, but each term there are a few students whose grades are lower than I know they needed to be, simply because they skipped homeworks or took the final too casually. I have also given 98s.

Is this a hard course? That depends on your definition of hard. If you define hard by the average grades, then no, it is not a hard course. The average grade is probably a little above the department average. However, if hard means how much is asked of you, then it probably is a hard course. I will ask you questions, I expect you to give your opinion to controversial questions and support that with facts. I expect you to do some reading almost every week. I require out of class work and writing. Organized people don't find the amount of work onerous, but those who wait to do it all at the end complain.

6 Brief Outline of Topics to be Covered

- Introduction to the Course
- Philosophical Origins of Psychology (Ludy 13 - 18; Goodwin 7 - 13)
- Psychophysics (Ludy 30 - 35)
- Wilhelm Wundt - Founder of Psychology as a Science (Ludy 36 - 45; 52 - 54; Goodwin 24 - 31)
- Introspection
- Early Psychology in Germany (Ludy 45 - 52)
- Titchener and Psychology's Next Generation (Ludy 55 - 84; Goodwin 70 - 76)
- Women in Early Psychology
- Comparative Psychology (Goodwin 41 - 47)
- Behaviorism (Ludy 133 - 144)
- Neobehaviorism (Ludy 144 - 153; Goodman 129 - 136)
- History of Psychology in Canada
- Gestaltism (Ludy 198 - 203; Goodwin 84 - 90)

¹Actually, you should do this for every course you ever take at University. How will you get someone to write you a letter of recommendation if no one knows you as a person? How will you get advice on careers, RA positions, and the like if you don't meet us? The more faculty you meet, the better your chance for establishing a good connection with one of us. Come to office hours at least once, even if all we talk about is the weather.

- Transition to Application - Mental Testing/Educational Psychology (Ludy 68 - 72; 94 - 99; 154 - 168; Goodwin 199 - 205; 206 - 213; 158 - 164)
- Psychology as Early Neuroscience (Ludy 19 - 30; Goodwin 19 - 23)

7 The Official Version of the Course Outline

The outline posted on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

8 Students with Disabilities

The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.

9 Concerns About the Course or Instructor

9.1 Informal Stage

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca
Ph 519-888- 4567 ext 36852

9.2 Formal Stage

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. See Policy 70 and 71 below for further details.

10 Academic Integrity, Academic Offenses, Grievance, and Appeals

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust,

fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

11 UW-ACE

This course will use UW-ACE extensively. It is my intention to have all assignments distributed on ACE and to have you make all submissions through ACE. I will be using an ACE grade book so that you can follow your scores on the assignments. Readings and optional materials will be available through ACE when they are not in the book.

12 Email Communications

Course announcements, due dates and the like, will all be on ACE. If necessary for me to contact you directly by email, I will do so using the link in UWACE. It is your responsibility to make sure that that address is up to date. If you chose to forward that address, it is your responsibility to make sure the forwarding works properly. I will only read email for this course if it comes through UWACE. If it doesn't come through UWACE I may not respond. The benefit of this system is that we both know when something is sent and we have a way to track it. We both have a record of our communication.

In general, email is only a good communication medium for simple issues. If the issue is not minor, come see me. If my office hours are not convenient than email me

to arrange an appointment or better yet, just stop by. If I don't want to be interrupted I will close my office door; if the door is open, you are welcome to pop your head in and see if I am free.