

# History of Psychology

## 380

Fall 2013

### **1 Instructor Information**

**Name:** Britt Anderson

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

### **2 TA Information**

**Name:** TBA

**Office:** TBA

**Office hours:** TBA

### **3 Course Description**

Modern scientific psychology forked off from mental philosophy in the late 19th century. Despite a century and a half of practice, many of the questions that interest us (What are memory, attention, & consciousness, and how do they work?) were the same ones that motivated the founders. And the methods they developed (e.g. psychophysics and reaction time) are ones we still use today. The goal of the course is to learn some of the facts of these origins so that we might better understand how to do our own research and how to fully understand contemporary psychological questions.

We will accomplish this by a combination of methods. First, there will be a weekly reading from a brief textbook and an in-class assessment. In addition, there will be weekly readings from original articles. Classtime will be devoted to employing these

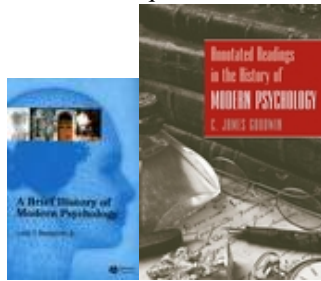
facts and these readings to support a conversation about psychological phenomena and research.

Since, the practice of psychology requires the ability to clearly and concisely express complex ideas, there will also be weekly writing assignments. Some of these will be quite brief, and intended to get you thinking, while others will be slightly longer (but still brief, - one page maximum), and will give you practice expressing your ideas in writing.

To make the history real for you, and to help you see the value and applicability of historical awareness to your own contemporary interests, you will have to complete a small project.

## 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. There will be quizzes for most of the chapters in this book. The quizzes will be based on facts in the book. The outline of the quizzes and chapters to be read parallel the lectures, but you cannot wait for a lecture in order to try and figure out what is on the quiz. The point of the quizzes is that I want you to know these facts and I don't want to waste our classroom time telling you things you could just read on your own. You need such facts in order to be able to participate in the discussions.

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

The purpose to learning about the history of psychology is to apply its lessons to our contemporary work. The best way to do this is, is to have discussions about what the early psychologists were doing and why they were doing it. For that reason we will be reading and talking about original articles. Almost all these articles are available for free through the library's on-line resources. However, what this book does is "annotate" the articles, and it also abbreviates them. This should help you begin to think about what the work means, and make it easier to be ready to discuss.

## 5 Course Requirements, Expectations, and Grading

### 5.1 Grades

Your grade will be a composite of,

- 10, roughly weekly quizzes, given at the start of class, each 2%. In aggregate 20%.
- 10, roughly weekly homework assignments, each 2%. In aggregate 20%. These are announced in class and submissions are through Learn.
- project - 20%
  - Oral History You will arrange, conduct, and record a one hour interview with someone affiliated with the University of Waterloo Psychology. I have a list of possible people to contact who date back to the early years, but you can also interview someone contemporary. We are creating an oral history archive of UWaterloo Psychology. You have to get the name of the person you want to interview approved by me before you contact them. You cannot change your subject without permission. I have additional instructions if you elect this option. Since I began teaching this course two of the first faculty members have died. Fortunately for preserving their memories of founding psychology at UW they were both interviewed by students in this course. You can participate in doing “real” historical research if you choose.
  - Video The alternative to the oral history is an educational video. Examples will be shown during the course. The basic format is a three to five minute video on a topic that is historical and psychological. You get to suggest it; I have to approve it. The intent is for you to share your interest with others. You are trying to educate, and that can mean you also need to engage the viewer. You can use pictures (the sources need to be acknowledged), you can use music (if it is fair use) and you acknowledge its source. You need to provide a list of references or suggested reading for the viewer (like credits at a movie). All technical issues are your responsibility. I do not provide the software or computers, but most modern computers can do this pretty easily. There is a free Windows software called Windows Movie Maker.

These projects are due by midnight on the day before the Final Examination is scheduled. They can of course be turned in much earlier, and we would prefer it.

- Final Examination (essay) - 40% Typically, there will be four to six questions, and you will be allowed to pick a subset of them (usually 3) to answer. You will be evaluated for the accuracy of your facts, their relevance to the question, and your ability to organize them into a clear, and compelling argument. You are not graded on having the “right” answer. Your style will be evaluated. Are you clear and logical? Does your writing follow the structure of academic argument? You will not be evaluated on spelling or penmanship as long as the work is clear enough to be read and understood.

## 5.2 Comments

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.

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

The course should be challenging, otherwise why bother? The course will demand time, but it will not be overwhelming if you just keep up.

Failing this class will take a more consistent effort on your part than getting a 100. Since this course will ask you to be independent in your reading and studying, and since the class will be more about thinking and discussion, it may be less familiar to you, and you may find the time management a challenge.

If you judge by grades, this is not a hard course. If you judge by hours spent, consistency demanded, and pressure to think and speak in public, it probably is.

## 6 Dates of Chapter Quizzes

Chapter (Benjamin)	Date
Chapter 1	18.09
Chapter 3	25.09
Chapter 4	02.10
Chapter 2	09.10
Chapter 5	16.10
Chapter 8	23.10
Chapter 11	30.10
Chapter 6	06.11
Chapter 9	13.11
Chapter 10	20.11

## 7 Suggested Dates For Readings to be Done

Chapter (Goodwin)	Date
Chapter 2	16.09
Chapters 5 & 6	23.09
Chapters 9 & 11	30.09
Chapter 4	07.10
Chapters 12 & 8	14.10 (yes, I know it is a holiday)
Chapters 17 & 18	21.10
Chapters 13 & 14	28.10
Chapters 23, 29 & 20	04.11
Chapters 27 & 28	11.11
Chapters 25 & 26	18.11

## 8 The Official Version of the Course Outline

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

## 9 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.

## 10 Concerns About the Course or Instructor

### 10.1 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. Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandes contact information is as follows:

Email: [mafernan@uwaterloo.ca](mailto:mafernan@uwaterloo.ca)  
Ph 519-888- 4567 ext 32142

### 10.2 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.

## 11 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](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

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

## 12 Learn

This course will use Learn. It is my intention to have all assignments distributed on Learn and to have you make all submissions through Learn. I will be using a Learn grade book so that you can follow your scores on the assignments. Readings and optional materials may be made available through Learn.

## 13 Email Communications

Course announcements, due dates and the like, will all be on Learn or announced in class.

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.