

History of Psychology (PSYCH 380) F2015

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1 Instructor and TA Information

- Instructor: Britt Anderson
- Instructor email: britt@uwaterloo.ca
- Office: PAS 4039
- Office Hours: M 10:00 – 11:00 & by arrangement
- Course Hours: MW 11:30 - 12:50
- Course Room: RCH 207
- TA: Martyn Gabel
- TA email: mvgabel@uwaterloo.ca
- TA Office: PAS 3203
- TA Office Hours: M 13:30 - 14:30

2 Course Description

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

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.

3.2 Other materials

We will frequently be reading original source materials. All of them are available on line. I will either provide you links, like below in the schedule, or put them on *Learn* (usually not necessary).

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

1. <https://archive.org/>
2. <http://jstor.org/>
 - o 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, but you will need to for one 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
Total	100

4.1 In-class Presentations

There will be two in-class presentations. These should be three to five minutes. 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). You should share with us what article you chose, why you chose, 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 in a way that lets us contact our various interests in the field, and for you to learn how to do a short effective oral presentation. It is expected that everyone who does this in good faith will get full credit. This is more an experiential learning component, then an assessment.

4.2 Writing Assignments

There will be four writing assignments. The first three are worth much less than number 4. The idea is that you will 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. Each of your essay's will be read and graded by the graduate student. This is a rare opportunity to have a professional critique and give you feedback on your writing style. 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 "doc" format will make it easier for the TA to use track changes to give you feedback, but "pdf" or "txt" files will also be acceptable.

4.3 Project

You will need to do one of the two options. These are two different attempts to give you some professional skills training and experience. In the case of the oral history you will learn interview skills, and for the video you learn presentation skills in a medium that is becoming increasingly important. Details follow.

4.3.1 Oral History

For the oral history you will perform a one hour interview with a current or former member of the University of Waterloo's Psychology program. You will need to meet me to learn who you will be interviewing. You will be responsible for contacting the person, getting their permission, performing the interview, recording the interview, writing a transcript, and uploading it all to the project dropbox. Oral history are a major tool of historical studies. Further, doing a good interview is a professional skill that will come in handy. Materials regarding what sort of questions to ask will be placed on the *Learn* site. Interviews and the transcripts are kept in an archive where they will become part of the repository of the history of psychology at your university, the University of Waterloo.

4.3.2 Video Project

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.

4.4 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

Topics		Topics	
Sept 14	Orientation and Philosophical Antecedents	Sept 16	Phil. Cont. Locke Reading Book2_CH1
Sept 21	Leibniz and Decartes Descartes Read Sec 19,21,23,31,34	Sept 23	Psychophysics: Fechner and Weber/ Leibniz Read 16 / Leibniz Read 32 W1 Due Class Activities: 2pt & Rect Aesthetics
Sept 28	Physiology and Psychophysics Fechner Read Class Demo: Magnitude Demo	Sept 30	Helmholtz Reading pg 263 break to end chapter Wundt Lecture
Oct 5	Ebbinghaus Ebbinghaus Methods Chapter 3	Oct 7	W2 Due Other Germans
Oct 12	Holiday	Oct 14	Titchener Readings Ch. 91/92 Titchener Contrast Experiment
Oct 19	William James / Scavenger Hunt	Oct 21	G. Stanley Hall Early Lab Reading
Oct 26	Women	Oct 28	Darwin & Romanes

DATE	TOPIC	DATE	TOPIC
Nov 2	Article Presentations 1	Nov 4	Lloyd-Morgan/Thorndike/Sanford Rat Read Puzzle Box Read
Nov 9	Behaviorist Manifesto	Nov 11	Watson & Hull W3 Due
Nov 16	Skinner and Tolman Cognitive Maps Superstitious Behavior	Nov 18	Wertheimer & Koffka (Gestalt)
BLANK	XXX	Nov 21	Article Presentations 2
Nov 23	Lewin & Köhler	Nov 25	Intelligence and Application Correlation Reading (discussion of results starts page 42)
Nov 30	Applications cont. W4 Due	Dec 2	Canada and Videos

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.

Date: <2015-09-14 Mon>

Author: Britt Anderson

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[Validate](#)