

History of Psychology

380

Winter 2010

1 Instructor Information

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2 TA Information

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Office hours: Monday 12:00 pm - 1:30 pm

3 Course Description

The history of psychology provides us a frame of reference for understanding modern questions and methods. Psychology has its origins in philosophy, and while we learn some of this, most of the focus is on the era after psychology's "official" founding as a science (1879). The principle psychological movements from structuralism to neobehaviorism will be considered.

4 Required Textbooks

There are many good textbooks on the history of psychology. If you don't like the ones I have selected, I can give you recommendations for others, but I chose this pair as an economical and convenient pairing. You get a brief, and readable, history combined with a collection of original source readings for less than the price of many individual textbooks. Because the readings and assignments are brief you should read them before we talk about them in class. Since the order of topics is known to you, it is your responsibility to match the reading to our progress in class. Here are the required texts:



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

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

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.

The method for learning this material is to combine lecture, reading, discussion, and simple experimental activities. You will be called on to speak in class, lectures will discuss material not in the book, and the readings will contain content not covered in class. Each component is intended to bring something new to the content.

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, and I will call on you. I don't ask for volunteers. I pick people at random.

In general, there is an assignment/homework about each week, however, I reserve the right to have short quizzes if I feel everyone is skipping the readings. I will give at least one week notice if I call a quiz. These assignments are a relatively easy way to make 20% of your grade. Since your final is essay, writing these assignment essays

gives you a chance to learn what I am looking for and serve as good practice for the type of questions you may see on the final.

In addition to the assignments, you will have to complete a project. I call this a “final” project in that it is due at the end of term (last day of class). However, it is not a final project in the sense that it is supposed to be large or grand. As this is a history class I feel it is important for you to have some introduction to the methods of historical psychology. Depending on which option you pursue I will consider teaming up in twos or threes. The project will also be 20% of your grade. You have three choices for the type of project. You have to tell me before the midpoint of the term what option you will be doing, or I will assign the option for you. Once the option is selected you are locked in. The three options are:

- Oral History- 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 late last year. That one hour interview is the only record we have of her discussing her early experiences at the “new” University of Waterloo.
- Library Review- 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 of the particular year, volume, and journal for your review and specifics on the format for your submission.
- Brief Instructional Video- I will show an example of this in class. 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.

There will also be a final examination that will be 60% of your grade. This final will be essay and will take place during the final examination period. It will be open book. You can bring any materials with you that you think will help, such as your course notes, handouts, etc. The only thing you cannot bring is an actual prewritten exam. Some people mistakenly believe that open book exams are easy. Actually, they are usually harder. What makes this exam difficult for some is that it requires them to integrate what they have learned and to write that down in a logical, coherent format. Usually, we are taught to spit back facts, this final will require that you know the facts

and that you can reason from them. The ability to craft a principled argument from established information is what will distinguish the value of your education in the post-University years. Whether you are presenting a business proposal or summarizing a clinical case, this skill will stand you in good stead.

5.2 Grades

Your grade will be a composite of,

- classroom participation (a “soft” measure that I use as a tie breaker)
- brief in-class assignments
- brief out of class assignments -combined with above - 20%
- final examination (essay) - 60%
- project - 20%
- extra-credit (if I can arrange it)

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.

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. Not one single person has failed the class in the last two offerings (although a couple came very close). I have also given 98s the last two times.

6 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.

7 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.

8 Concerns About the Course or Instructor

8.1 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

8.2 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.

9 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/>

10 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.

11 Email Communications

If necessary for me to contact you, 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.

In general, email is only a good communication medium for simple issues. If the issue is not minor, come see me. I advise you to visit every professor you take a course from at least once. You are paying for it. If my office hours are not convenient than just stop by. If the door is open, you are welcome to pop your head in and see if I am free. You can also call my extension (x33056) and set up a time if that works better.