

HURON UNIVERSITY COLLEGE

Psychology 3950F section 550

Fall 2021

History of Psychology

1.0 CALENDAR DESCRIPTION

A survey of the major ideas and scholars important to the development of Western psychology, examined from an historical and socio-cultural perspective. Recommended for those thinking of graduate work in clinical psychology. CPA accredited programs require coursework on this topic and most will accept this course as fulfilling the criterion.

Antirequisite(s): [Psychology 3893F/G](#) (King's).

Prerequisite(s): Registration in Year 3 or Year 4 of a Psychology Major or Honors Specialization in Psychology, Developmental Cognitive Neuroscience, Physiology-Psychology, and Animal Behavior.

Corequisite(s):

Extra Information: 4 lecture/discussion hours, 0.5 course.
(Western, Brescia, Huron)

2.0 COURSE INFORMATION

Time and Location of Lectures: Tuesdays 6:30-9:30pm, HUC-W106

Course website: <https://owl.uwo.ca/x/qXVCDm>

Instructor: Dr. Christine Tsang

Office: HUC-V119

Office Hours: Mondays 2:00-3:00; Wednesdays 10:00-11:00 or other times by appointment
(virtual office hours are available by appointment)

E-mail address: ctsang33@uwo.ca

Instructor: Dr. Deanne van Tol

Office: HUC-V132

Office Hours: Online Zoom office hours by appointment

E-mail addresses: dvantol2@uwo.ca

3.0 TEXTBOOKS

None. All course readings will be posted on OWL.

4.0 COURSE OBJECTIVES

By the end of the course students will:

1. Identify major concepts and developments in the history of psychology and critically evaluate multiple traditions and perspectives.
2. Explain how and why the discipline of psychology was formed in specific historical contexts and how this shapes the study of psychology in the present.

3. Practice effective research communication strategies to engage multiple audiences.
4. Articulate critical connections between the past and present and apply them to current issues in psychology as a discipline and to yourself as a student of psychology.

5.0 ASSIGNMENT, TEST, AND EXAMINATION SCHEDULE

Assessment	Due date	Weight
Participation	Weekly throughout course	20%
Final Project	[topic claimed by Sep 30] Proposal: October 12 Knowledge Mobilization: Nov 16 Project: Nov 23	50% (total value) (5%) (15%) (30%)
Take Home Exam	TBA (exam period Dec 10- 22)	30%

6.0 EVALUATION

Participation (20%; due weekly): Your participation in class activities and discussion is imperative to the success of this course. You should complete the readings and come to class prepared to engage with and reflect on the issues raised by the material with your peers and the course instructors.

Participation grades can be earned through a combination of written and verbal contributions. Grades will be assigned based on individual self-completion and submission of weekly participation logs. If you have concerns about this component of the course, please meet with the course instructor(s) early on to discuss strategies for success.

Final Project (50%; Oct 12 [proposal], Nov 16 [knowledge mobilization], Nov 23 [project]): The major course assignment; see separate assignment sheet on OWL for details.

Take Home Exam (30%; due TBA): A written assignment distributed on the last day of class and due (via OWL submission) on exam date scheduled by the Registrar. Further instructions will be discussed in class.

7.0 POLICY ON GRADING STANDARDS

Students in Psychology at Huron University College should consider a grade in the range from 75-79 to be evidence of satisfactory performance in a 3000-level honors Psychology course. Grades in the A (80-89%) range will only be awarded for performance that is demonstrably superior to the third-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

Course Grade Expectations

Please note the Psychology Department policy on Grading Standards:

1000-level course: C grade (60%-69%) as evidence of satisfactory performance in Introductory Psychology.

2100-level course: B– grade (70%-74%) to be evidence of satisfactory performance in a 2100-level Psychology course.

3000-level course: B grade (75%-79%) to be evidence of satisfactory performance in 3000-level Psychology course.

4000-level course: A– grade (80-85%) to be evidence of satisfactory performance in 4000-level Psychology course.

8.0 POLICY ON OWL

Students should consult the OWL site for this course regularly as information necessary for success, including lecture outlines, instructions for research projects, and other announcements will be conveyed via this means and no other.

9.0 ADDITIONAL NOTES

Relevant Senate policies that are in force for this course are in the Appendix.

10.0 TENTATIVE COURSE SCHEDULE

Date	Topic	Readings
Tues Sep 14	Introductions and course overview	
Tues Sep 21	What's the Use of History?	Aubrey Clayton, "How Eugenics Shaped Statistics," <i>Nautilus</i> 28 October 2020 https://nautil.us/issue/92/frontiers/h-ow-eugenics-shaped-statistics Angela Saini, "Want to do better science? Admit you're not objective," <i>Nature</i> 579, 175 (2020) https://www-nature-com.proxy1.lib.uwo.ca/articles/d41586-020-00669-2

Tues Sep 28	The Early History of Psychology	<p>Karim Mitha, “Conceptualising and addressing mental disorders amongst Muslim communities: Approaches from the Islamic Golden Age,” <i>Transcultural Psychiatry</i> (December 2020), 57 (6): 763-774. doi: 10.1177/1363461520962603</p> <p>Podcast: “Racism, Islamophobia & Mental Health: In Conversation with Karim Mitha” <i>The Anti-Racist Educator</i>, 4/5/2021 (44:01 mins) https://www.theantiracisteducator.com/podcast/episode/2185b260/racism-islamophobia-and-mental-health-in-conversation-with-karim-mitha</p>
Tues Oct 5	Behaviourism and Cognitive Psychology	<p>Watrin, J. P. & Darwich, R (2012). On behaviorism in the cognitive revolution: Myth and reactions. <i>Review of General Psychology</i>, 269-282. https://doi.org/10.1037/a0026766</p> <p>Skinner (1985) <i>British Journal of Psychology</i>, 76, 291-301 http://www.vision.caltech.edu/VisionWiki/images/9/96/Skinner85Cognitive.pdf</p>
Tues Oct 12	Psychoanalysis, Madness and Psychotherapy	<p>Brown, E. M. (2008). Neurology’s influence on American psychiatry: 1865-1915. In “History of Psychiatry and Medical Psychology” (Ed. John Gach), Springer US p.519-531 https://books.scholarsportal.info/en/read?id=/ebooks/ebooks2/springer/2011-04-28/5/9780387347080</p> <p>Rosenhan (1973) <i>Science</i>, Jan. 19, 1973, New Series, Vol. 179, No. 4070 (Jan. 19, 1973), pp. 250- 258 https://www-jstor-org.proxy1.lib.uwo.ca/stable/pdf/1735662.pdf?casa_token=7FWAw32</p>

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Tues Oct 19	Science and Empire, Part 1	<p>Barbara Bush, “Colonial Research and the Social Sciences at the End of Empire: The West Indian Social Survey, 1944–57,” <i>The Journal of Imperial and Commonwealth History</i> vol. 41 no.3 (2013): 451-474. DOI: 10.1080/03086534.2013.816072</p> <p>Sloane Mahone, “Three Psychologies of Mau Mau,” <i>Africa is a Country</i>, June 2021 https://africasacountry.com/2021/06/three-psychologies-of-mau-mau</p>
Tues Oct 26	Science and Empire, Part 2	<p>Linda Tuhiwai Smith, <i>Decolonizing Methodologies</i> (Zed Bookes, 2012), Introduction & Ch. 2, pp. 1-18, 44-59.</p> <p>Megan Vaughan “Changing the Subject? Psychological Counseling in Eastern Africa,” <i>Public Culture</i>, 2016 28 (3 (80)): 499–517. https://doi-org.proxy1.lib.uwo.ca/10.1215/08992363-3511514</p>
Tues Nov 2	Fall Break	
Tues Nov 9	The New Profession of Psychology	<p>Decker HS. How Kraepelinian was Kraepelin? How Kraepelinian are the neo-Kraepelinians? — from Emil Kraepelin to DSM-III. <i>History of Psychiatry</i>. 2007;18(3):337-360. doi:10.1177/0957154X07078976</p> <p>Benjamin, L. T. (1986). Why don't they understand us? A history of psychology's public image. <i>American</i></p>

		<p><i>Psychologist</i>, 41(9), 941-946. doi:http://dx.doi.org.proxy1.lib.uwo.ca/10.1037/0003-066X.41.9.941</p>
Tues Nov 16	History of Research Ethics	<p>Koocher GP. Research Ethics and Private Harms. <i>Journal of Interpersonal Violence</i>. 2014;29(18):3267-3276. doi:10.1177/0886260514534986</p> <p>Dalenberg CJ. Protecting Scientists, Science, and Case Protagonists: A Discussion of the Taus v. Loftus Commentaries. <i>Journal of Interpersonal Violence</i>. 2014;29(18):3308-3319. doi:10.1177/0886260514534991</p>
Tues Nov 23	The Rise of Neuroscience	<p>Boone, W. & Piccinni, G. (2016). The cognitive neuroscience revolution. <i>Synthese</i>, 193, 1509-1534. https://link.springer.com/content/pdf/10.1007/s11229-015-0783-4.pdf</p> <p>Vanderwolf, C. H. (1998). Brain, behavior, and mind: What do we know and what can we know? <i>Neuroscience & Biobehavioral Reviews</i>, 22, 125-142. https://www.sciencedirect.com/science/article/pii/S0149763497000092?casa_token=2Woy5EfTeWkAAA:FNi9zkUpYvlyBcfF_aZg1e7c2HyWoMJV_4-FD5sM4t-_oWwW4wGw_5qfDg5a0rZC1hXhnIOHOWE</p>
Tues Nov 30	Institutional Histories	<p>Katherine McKittrick, “The smallest cell remembers a sound” in <i>Dear Science and Other Stories</i> (Duke University Press, 2021), p. 35-57.</p> <p>Sara Ahmed, “White Men” <i>Commonplace</i>, 07 December 2020. https://doi.org/10.21428/6ffd8432.e94db1ed</p>

Tues Dec 7	Course wrap up	
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Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning

has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at:

<http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

**(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.