

**Faculty of Health
Department of Psychology
PSYC 3125 3.0 M W(23)
HISTORY OF PSYCHOLOGY
Wednesdays 2:30-5:20, in person
LAS-B**

Professor and T.A. Information

Professor: Alexandra Rutherford, PhD (she/her)

Email: alexr@yorku.ca

Office Location: 215 BSB

Office Hours: by appointment (in general, I can be available in person after class, and by zoom or in person on Tuesdays, but talk to me or email me to book a specific time)

T.A.	Danielle Christie	Zoe Fagnoli Brown
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Office Hours	by appt, rm 072E BSB	by appt, rm 321F BSB

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: <https://eclass.yorku.ca/course/view.php?id=74104>

Course Description

This course will provide a selective overview of the history of psychology from the mid-1800s to the present, with earlier forays into the philosophical and practical underpinnings of psychological questions where appropriate. We will consider both the history of the discipline - Psychology - and the history of its subject matter – psychology – with the goal of exploring how these two histories are intertwined.

We will critically interrogate how racism, sexism, and colonialism have shaped P/psychology, and how P/psychology has reinforced these relations of power. We will also explore how creative resistance to these forces has generated new psychological knowledge and praxis.

Students will consider **historiographic**¹ issues that have influenced reconstructions of psychology's past. Specifically, what factors influence whose stories get told, and whose don't? Why? What do historical and archival silences tell us? How can we fill them? How might this change our understanding not only of history, but of psychology itself?

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Generate and evaluate original hypotheses in the history of psychology.
2. Demonstrate an awareness of how the field of psychology has been shaped by its historical context.

Specific Learning Objectives

The primary objective of this course is to teach students how to use history to critically assess what psychologists do and the knowledge they produce, in order to become more thoughtful consumers of and participants in the field. By "critically assess" I mean being willing to ask how and why certain methods of knowledge production have become dominant; to serve whose/what ends; with what effects (repressive, liberatory); and as opposed to what alternatives? How has P/psychology interacted with gendered and racialized regimes of power? Students should emerge from the course with the ability to situate Psychology in its historical, cultural/global, and political contexts, and to more thoughtfully assess the role of psychological research and practice in relation to society and to social change.

Required Textbook

Pickren, W. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. New York: Wiley.

- Available as an e-book through the York library system. Also freely available on-line.

Other Required Reading:

Collins, A. (1999). The enduring appeal of physiognomy: Physical appearance as a sign of temperament, character, and intelligence. *History of Psychology*, 2, 251-276.

Thomas, W. B. (1982). Black intellectuals' critique of early mental testing: A little-known saga of the 1920s. *American Journal of Education*, 90(3), 258-292.

¹ *Main Entry: **his·to·ri·og·ra·phy**

Function: *noun*

Date: 1569

1 a : the writing of history; *especially*: the writing of history based on the critical examination of sources, the selection of particulars from the authentic materials, and the synthesis of particulars into a narrative that will stand the test of critical methods; **b** : the principles, theory, and history of historical writing <a course in *historiography*>
2 : the product of historical writing : a body of historical literature (From the Merriam-Webster on-line dictionary)

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-427.

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Assignment 1	FEBRUARY 3	33.3%
Assignment 2	MARCH 10	33.3%
Assignment 3	APRIL 7	33.3%
Total		100%

Description of Assignments

Your grade in this course will be determined by your performance across three assignments, equally weighted, and distributed throughout the semester. Assignments 1 and 2 are designed to have you think more deeply about some of the specific topics/issues that we encounter in the course and to reinforce the course objectives. They correspond to the “Spotlight” topics and readings, as indicated in your syllabus. Full descriptions of these assignments are available below and at the top of the course website. The final assignment is designed to help you integrate and analyze the course material and to reinforce the course objectives.

The first two assignments will be available to you at the beginning of the course and must be completed by the dates specified, but can be submitted earlier.

The final assignment will be a series of essay questions requiring you to consider and reflect on some of the themes running throughout the course. You will be required to draw on material from the text, readings, and lectures from the entire course. **To reiterate: you will be required to draw on ALL course content – from the beginning of the course onwards - in order to complete Assignment 3, which will be released on MARCH 22.**

It is thus highly recommended that you keep up with readings and come to lectures so as to avoid a major cram session at the end of semester. You will not do well on Assignment 3 if you have not been covering the course material. **Also, and importantly, you will need to set aside time from MARCH 22-APRIL 7 to complete this assignment.**

Policy on Assessment: I will not consider (or even respond to) requests to reweight, drop, customize, or otherwise modify the assessment requirements. These are available to you in advance, so plan accordingly. There will be ample opportunities to discuss the requirements with your TAs and your course instructor. If you know you will simply not be able to complete these assignments by the dates indicated, you should consider at the outset whether you should take the course. ***Note that having multiple tests or assignments due around the same time is not considered a valid reason for missing a due date – please do not even ask for this, I will not respond to these requests.*** If you foresee this happening, be proactive and plan accordingly.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2022-23](#)

Late or Missed Assignments:

For any missed or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for the late submission must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original due date will result in a grade of zero for the late assignment.

Assignments are to be submitted via the e-class site by the time and date specified. While the submission portal will remain open, late assignments will receive a 5% deduction for each day (24-hour period) they are late.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	Mar. 17
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - April 11	March 18 - April 11

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Attendance Policy

This is an in-person course. Attendance is required at all class meetings. Please do not email me to request that I deliver this course as an on-line or hybrid experience with video lectures, as I will not respond. I have been assigned to teach this in-person and you have enrolled to take this in-person.

Material will be presented in class that is not covered in your assigned readings, and we will engage in active learning that will enhance your experience of this course. Active learning via note-taking and class participation is more effective than reading posted powerpoints.

If you must miss a class for unavoidable reasons, borrow notes from a classmate, or if you know in advance that you must miss a class, have a classmate audiotape the class (with my permission) for you to listen to and take notes on. Powerpoint slides will be posted on the course website in advance of each class meeting.

If a student has a documented disability that requires accommodation involving notetaking, please contact the professor immediately to arrange accommodation.

Information on Plagiarism Detection

Plagiarism is a serious breach of academic honesty (see below). We use Turnitin software for the writing assignments in this course to help detect plagiarism. NOTE: Any assignment that has 25% or more overlapping content with other sources (including other students' work), will get an automatic grade of ZERO.

Electronic Device Policy

Course-related use of laptop computers (e.g., for note-taking or in-class activities) is allowed in this course. Please be considerate of your classmates and do not "surf the net," engage in social media, shop, check your email, or text during class time. This is distracting to other students and, of course, disrespectful to those trying to maximize their learning in the course. If you are being negatively affected by your classmates' misuse of laptops or other electronic devices, please feel free to report it to the instructor. Please mute cell phones and refrain from using them during class time.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course by emailing me at alexr@yorku.ca**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the 3125 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Date:	Lecture Topic:	Readings:
Jan 11	Introduction Origins of a Science of Mind	Pickren & Rutherford, Introduction Pickren & Rutherford, Ch. 1
Jan 18	Everyday Life and Psychological Practices	Pickren & Rutherford, Ch. 2

SPOTLIGHT ON: Physiognomy and racial stereotyping Collins (1999)

Jan 25	Methods and the Making of a New Science	Pickren & Rutherford, Ch. 3
Feb 1	Creating an American Psychology	Pickren & Rutherford, Ch. 4

ASSIGNMENT 1 DUE FRIDAY, FEBRUARY 3, BY 11:59PM

Feb 8	Psychology at the Interface with Medicine	Pickren & Rutherford, Ch. 5
Feb 15	Psychologists as Testers: Applying Psychology, Ordering Society	Pickren & Rutherford, Ch. 6

SPOTLIGHT ON: Eugenics and scientific racism Thomas (1982)

Before the class on March 1st, watch: "Surviving Eugenics": <http://eugenicsarchive.ca/film/>

WINTER READING WEEK February 18-24

March 1	American Psychological Science and Practice Between the World Wars	Pickren & Rutherford, Ch. 7
	Psychology in Europe between the World Wars	Pickren & Rutherford, Ch. 8
March 8	Golden Age of American Psychology	Pickren & Rutherford, Ch. 9

ASSIGNMENT 2 DUE FRIDAY, MARCH 10, BY 11:59PM

March 15	Internationalization and Indigenization of Psychology after World War II	Pickren & Rutherford, Ch. 10
March 22	The Science and Politics of Gender	Pickren & Rutherford, Ch. 11

Assignment 3 Made Available to Students

March 29	Late 20 th Century American Psychology Counter-storying the history of psychology	Pickren & Rutherford, Ch. 12 TedTalk by Chimimanda Adichie Tuck (2009)
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April 5

GUIDED DISCUSSION/SYNTHESIS OF COURSE MATERIAL

ASSIGNMENT 3 IS DUE FRIDAY APRIL 7, BY 11:59PM

PSYCH 3125 Assignment 1

This assignment reinforces the spotlight on “Physiognomy and Racial Stereotyping.” It is designed to have you delve more deeply – and critically – into the ways “reading the body” for insights into psychological, behavioral, and intellectual characteristics has functioned, in psychology and in society, both in the past and into the present. Note that “reading the body” is to be construed broadly and can refer to any practice that uses an **assessment of physical, anatomical, or physiological characteristics to make inferences about the psychological or behavioral characteristics of a person, a group, a society, or a population.**

You are asked to write a short essay (minimum 1200, maximum 1500 words, not including abstract and reference list) in which you discuss, using a **minimum of one up to a maximum of three examples** from the **history** of psychology (e.g. craniometry, anthropometric measurement, phrenology, physiognomy, somatotyping), some of the practices, methods, and classification schemes that have been devised to “read the body” for signs of internal qualities. After describing them, structure your discussion around the following issues:

*How were they used?

*With what effects?

*What assumptions - about gender, race, class, nation, culture, etc. - may have influenced these schemes?

Then, in the conclusion of your essay, consider the following questions:

*What contemporary practices of reading the body persist? Give an example or two.

*What assumptions underlie these practices and what are their intended, and unintended effects?

The essay requires research, reflection, and analysis. You should use APA format (use 12-pt font, one-inch margins, double-spaced, 200-word abstract is required), and cite at least **two** reputable sources **outside your course textbook and the Collins article** (journal articles, books, book chapters, or scholarly on-line sources) to flesh out your description and substantiate your analysis.

TIP: Look at the reference list in the Collins (1999) article for additional sources, and look at the articles which are linked at your course website:

<https://longreads.com/2018/10/03/the-return-of-the-face/>

<https://medium.com/the-sundial-acmrs/facial-recognition-physiognomy-and-racism-ffc3d232a352>

You are encouraged to write in the active, first-person voice. That is, “In this essay I will describe....I will then analyze....to argue that.....To conclude, I will outline...”

For more resources about writing a strong essay, and using APA format, see SPARK – Student Papers and Academic Research Kit:

<https://spark.library.yorku.ca/>

For more help with APA format:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

To submit this essay, **make sure it is your final version** and submit it as a **word document** (NOT a .pdf) at the Turnitin link for Assignment 1, with the filename as follows: Lastname_Firstname_Assign1

PSYCH 3125 Assignment 2

This assignment reinforces the spotlight on “Eugenics and Scientific Racism.” It is designed to have you delve more deeply into how psychological knowledge, practice, and influence have been used to support eugenics and racism, and with what effects.

You are asked to write a short essay (minimum 1200, maximum 1500 words, not including abstract and reference list) in which you respond to the following question: “What sorts of people should there be?” using the history of psychology as your guide. That is, using concrete examples from the historical record of psychology, explore the kinds of people psychologists have historically used their science and practice to privilege, and, conversely, to oppress/suppress. In the context of eugenics and scientific racism, this would mean the kinds of people who have been viewed as eugenically desirable, versus those who have been viewed as eugenically undesirable, in the estimation of psychologists. In your examples, describe *how* psychology was used and *by whom* to identify and sort people according to eugenic logic. Then discuss some of the effects of this work in the past, and how eugenic themes may seep into the present. How might eugenic thinking manifest itself now, and how is psychology involved?

The essay requires research, reflection, and analysis. You should use APA format (use 12-pt font, one-inch margins, double-spaced, 200-word abstract is required) and cite at least three reputable sources **outside your course textbook and the assigned article** (journal articles, books, book chapters, or scholarly on-line sources) to flesh out your description and substantiate your analysis.

You are encouraged to write in the active, first-person voice. That is, “In this essay I will describe....I will then analyze....to argue that.....To conclude, I will outline...”

For more resources about writing a strong essay, and using APA format, see SPARK – Student Papers and Academic Research Kit –

<https://spark.library.yorku.ca/>

For more help with APA format:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Suggested Resources for this Assignment:

<http://eugenicsarchive.ca/>

Excellent, scholarly, on-line resource on the history of eugenics

<https://docs.google.com/document/d/1y0zj5kUxBIzFORowcOp8Au39yqf1nDRsYnNejrpnu7U/edit?usp=sharing>

Bibliography on the history of psychology, blackness, and racism generated by the faculty here at York in the Historical, Theoretical, and Critical Studies of Psychology graduate program.

Primary source:

Goddard, H. (1920). *Human efficiency and levels of intelligence*. Princeton University Press (this is available electronically through the York Library:
<https://books.scholarsportal.info/en/read?id=/ebooks/ebooks0/apa/2010-03-04/2/200605161>)

Warning: there is some pretty offensive stuff here!

To submit this essay, **make sure it is your final version** and submit it as a **word document** (NOT a .pdf) at the Turnitin link for Assignment 2, with the filename as follows: Lastname_Firstname_Assign2