

**Faculty of Health
Department of Psychology
PSYC 3125 3.0 Section A : HISTORY OF PSYCHOLOGY
Tuesdays 2:30-5:30 pm, in person
Fall 2023**

This course will be delivered in person as weekly lectures

Instructor and T.A. Information

Instructor: Patric Plesa (he/they)
Office Hours: by appointment
Email: ppleasa@yorku.ca

T.A.	Talia Tissera (she/her) Student Last Names: A-Ke	Amanda Nkeramihigo (she/they) Student Last Names: Kh-Z
Email	tissera@yorku.ca	amandank@yorku.ca
Office Hours	By appointment	By appointment

Course Prerequisite(s):

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- 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: [eClass](#)

All course materials will be available on the course [eClass site](#), unless otherwise indicated by the instructor. The site will be your central access point for course materials.

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 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

After completing this course, you should be able to:

1. Demonstrate familiarity with the major concepts and theoretical perspectives in the history of psychology
2. Understand contextual factors in the shaping of modern psychology
3. Be able to use critical thinking skills in writing
4. Understand psychological subject matter from critical, cultural, and historical perspectives

Required Text

- *A History of Modern Psychology in Context* (Pickren & Rutherford)
- Supplementary Readings: *Madness and Civilization* (Foucault)

*Digital copies of these texts are available for free on the Moodle course website:

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Assessment 1	September 29	15%
Assessment 2	October 20	15%
Assessment 3	November 10	15%
Assessment 4	December 1	15%
Group Grading Component		40%
Total		100%

Description of Assignments

Each of the 4 assignments in this course will be done in groups of 4-5 students and constitute the process of writing an academic paper (broken down into 4 parts). You will also have an opportunity to submit your final paper as a group to an undergraduate research journal, which allows you to experience peer review and have a publication in your respective CVs. The group grading component will be completed by each group member, evaluating the contributions of all other group members to ensure fairness in terms of individual contributions to the group.

Full assignment instructions will be posted on Moodle.

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.

Class Format and Attendance Policy

Participation is paramount in this course. You are expected to show up to class on time and be ready to participate in class discussion. If you do not enjoy this type of learning environment, ***I DO NOT*** recommend you take this course.

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 2023-24](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

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

All assignments will be submitted online (see assignment instructions on Moodle) and any late submissions will receive 5% deduction for each day they are late (24hr period).

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

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.

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.

<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 PSYC3125 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

Weeks	Topics & Chapters	Assignments & Exams
September 12	Introduction and Course Overview <i>Pickren & Rutherford</i> Chapter 1	
September 19	<i>Pickren & Rutherford</i> Chapter 2 <i>Foucault</i> Introduction & Preface	
September 26	<i>Pickren & Rutherford</i> Chapter 3 <i>Foucault</i> Chapter 1	Assignment 1 Due Friday September 29th!
October 3	<i>Pickren & Rutherford</i> Chapter 4 <i>Foucault</i> Chapter 2	
October 8-14	Readign Week No Class!	
October 17	<i>Pickren & Rutherford</i> Chapter 5	Assignment 2 Due Friday October 20th!

	<i>Foucault</i> Chapter 3	
October 24	<i>Pickren & Rutherford</i> Chapter 6 <i>Foucault</i> Chapter 4	
October 31	<i>Pickren & Rutherford</i> Chapter 7 <i>Foucault</i> Chapter 5	
November 7	<i>Pickren & Rutherford</i> Chapter 8 <i>Foucault</i> Chapter 6	Assignment 3 Due Friday November 10th!
November 14	<i>Pickren & Rutherford</i> Chapter 9 <i>Foucault</i> Chapter 7	
November 21	<i>Pickren & Rutherford</i> Chapter 10 <i>Foucault</i> Chapter 8	
November 28	<i>Pickren & Rutherford</i> Chapters 11 & 12 Talia & Amanda Lectures	Assignment 4 Due Friday December 1st!
December 5	<i>Pickren & Rutherford</i> Chapter 13 <i>Foucault</i> Chapter 9 & Conclusion	