



## **Expanded Course Description**

This course introduces students to the main lines of development of psychology, as well as to the major theoretical schools that have emerged within psychology. 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 underpinnings of psychological questions where appropriate. We will consider both the history of the discipline **Psychology (big P)**, and the history of its subject matter **psychology (little p)** with the goal of exploring how these two histories are intertwined. Students will be encouraged to consider issues of reflexivity and subjectivity as they pertain to the development of Psychology and its research practices. Students will also be exposed to important and relevant recent scholarship by historians of psychology and will be asked to consider **historiographic** issues that have influenced the recording of Psychology's past.

### **Course Objectives:**

1. To use history as a basis for the understanding the nature of Psychology.
2. To understand the history of Psychology as a cultural and intellectual phenomenon.
3. To introduce the historical method - "historiography"

His-to-ri-og-ra-phy - noun

1: the body of literature dealing with historical matters; histories collectively; 2: the body of techniques, theories, and principles of historical research and presentation - methods of historical scholarship; 3: the narrative presentation of history based on a critical examination, evaluation, and selection of material from primary and secondary sources and subject to scholarly criteria.

*On-line - Random House Unabridged Dictionary, © Random House, Inc. 2006.*

4. To encourage students to think critically and analytically about the history of psychology, with particular attention to what psychologists do and how they generate knowledge.
5. To provide an understanding of the foundations of current practices in psychology.
6. To provide an introduction to the methods and approaches used in constructing the history of psychology.

### **Course Philosophy:**

The primary philosophy of this course is to create an environment that encourages open discussion and critical thought about the course materials. Thus, the framework for the course will be an integration of lectures and seminars that are designed to encourage each student to share their views and opinions as they pertain to the course readings. As such, this environment will allow us to learn from each other as we share our thoughts and views on each topic discussed. In addition, discussion of the relevance of the course materials to any practical, professional, or personal experiences the students may have had will be promoted. To ensure that students are engaged as much as possible in the learning process, the professor will use a variety of appropriate teaching modes and techniques, such as: lectures, question and answer, classroom discussion, independent learning, printed or electronically recorded or transmitted materials, and consultation.

## LEARNING GOALS AND OBJECTIVES

1. To gain a basic understanding of the foundational theories in the history of psychology.
2. To develop and demonstrate skills in constructive participation in the group discussions related to psychological theories and issues in the history of psychology.
3. To develop mastery of the basic principles of different theoretical perspectives in the history of psychology
4. To describe, analyze and evaluate the various theoretical perspectives with regard to their personal and professional usefulness.
5. To understand the main concepts and positions underlying the diverse schools of thought in past and contemporary theories of today

## Required Textbook:

Fancher, R. & Rutherford, A. (2011). *Pioneers of Psychology: A History*, 4<sup>th</sup> edition. New York, Norton. ISBN 978-0-393-93530-1

## Course Policies:

Plan to attend all class meetings, since substantive material will be covered in lecture that is not in your readings. Please note that the professor will not lend out or post lecture notes, **it is your responsibility to borrow a classmate's notes or have someone audiotape the lecture if you must miss a class.** Please do not ask your TA or the Professor for lecture notes. Extensive Power Point slides will be posted on the course website in advance of the class meeting. These are designed to act both as lecture notes and study notes for you – emphasizing key points from the readings. Because I will be incorporating material from outside the text readings during each lecture, I will not always be reviewing each slide in class lecture time.

**Emailing your TA** – Please include the course number in your subject heading and include the course name, section, your full name and student number in your emails. **Emails not including this complete information will not be answered.** You are only to email the TA assigned to you.

## Illnesses and Missed Exams

Only documented illnesses or emergencies are considered appropriate excuses for missing an exam. Notification concerning an absence must be received within 48 hours of the missed exam (by e-mail to the professor and TA), and appropriate documentation in the form of a note from your physician or campus health must be provided to justify your absence. **The doctor's note must be dated within 2 days of the missed exam.** A note dated a week later stating you were sick on the day of the exam will not suffice. Hold on to this note; you will be required to present it at the makeup exam to provide proof of your eligibility to write the makeup.

**NOTE 1-** The TA's will hold one make up exam date during the course (before the drop date of March 7<sup>th</sup>) and there will be one departmental make up exam date after the final exam period in April. Both of these make up exams will be held in the evenings (after 6 pm). These make up dates/times are **NOT NEGOTIABLE** – if you missed a scheduled exam you must attend one of the make up dates regardless of your personal schedule.

**NOTE 2** - Should you miss more than 1 exam and/or make-up exam, provided you have acceptable documentation, you will be required to write a cumulative examination on all the missed material in the deferred exam period after the final exam period in April. In addition, people who miss both an exam and the makeup will also have their names recorded with the undergraduate office when they apply to write a deferred exam. **If a student must miss a test because of illness, he/she will be required to write a makeup exam that may differ in format and content from the original exam (i.e. detailed essay exam), at a time and date to be determined near the end of term. If the student misses the makeup, he/she will receive a grade of 0 on that exam. If the student has a documented disability, please contact the professor for accommodation.**

### **Evaluation \***

Exam 1: 40% - Jan 27th

Exam 2: 40% - Feb 24th

Final Exam 3: 20% - this will be held during the last day of class (Mar 31) – not in the exam period

Exams will be comprised of multiple-choice and short-answer questions. **Note** - the final exam will be administered on the last day of class –

\* Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

### **Important Logistics for the Course**

Important information for students regarding the Access/Disability, Academic Honesty/Integrity, Student Conduct, and Religious Observance Days is available on the following webpage:  
<http://www.yorku.ca/secretariat/policies/>

Please consult the following website on Academic Integrity:

<http://www.yorku.ca/academicintegrity>

It is important that you are aware of the York University Senate Policy on Academic Honesty. Please consult the following website:

[http://www.yorku.ca/secretariat/policies/document.php?document=69#\\_Toc89156096](http://www.yorku.ca/secretariat/policies/document.php?document=69#_Toc89156096)

### **Conversion Table for Final Letter Grades From Percentage To Letter Grade**

90-100 A+

80- 89 A

75- 79 B+

70- 74 B

65- 69 C+

60- 64 C

55- 59 D+

50- 54 D

(Marginally below 50%) Marginally failing E

(Below 50%) Failing F

**Course Schedule – Mondays 2:30-5:20pm**

<b>Date/Week</b>	<b>Topic</b>	<b>Readings</b>
Jan 6	Introduction to the course Philosophers of the Mind	Ch 1 & 2
Jan 13	Physiologists of the Mind & Psychophysics	Ch 3 & 4
Jan 20	Experimental Psychology & Darwin	Chapter 5 & 6
<b>Jan 27</b>	<b>Exam 1 – chapters 1-6 (40% of grade)</b>	Exam 1 Chapters 1-6
Feb 3	Galton, Intelligence, and Mental Tests/Development	Ch 7 & Ch 13 (pp. 563-584)
Feb 10	William James/American Psychology & Behaviorism	Ch 8 & 9
Feb 17	<b>Reading Week – No classes - Feb 17-21</b>	<b>Reading Week</b>
<b>Feb 24</b>	<b>Exam 2 – (40% of grade)</b>	<b>Exam 2 Chapters 7, 8, 9, 13 (pp. 563-584)</b>
Mar 3	Social Psych & Psychoanalysis <b>March 7 - Last day to drop course w/o Academic Penalty</b>	Ch 10 & 11
Mar 10	Psychoanalysis Cont'd, Development, Race	Ch 11 and Ch13 (p. 585-601)
Mar 17	Race Cont'd & Mind and Machines	Ch 14
Mar 24	Mind and Machines Cont'd and Clinical/Applied psych	Ch 15
<b>Mar 31</b>	<b>Final Exam (20% of grade)</b>	<b>Ch 10, 11, 13 (p. 585-601), 14, 15</b>

*January 3, 2014*