

**Faculty of Health
Department of Psychology
PSYC 3125 3.0 M W(19)
HISTORY OF PSYCHOLOGY
Mondays, 11:30am-2:20pm
Location: TBA**

Instructor and T.A. Information

Instructor:

Alexandra Rutherford, PhD

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Teaching Assistant:

Shayna Fox Lee

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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://moodle.yorku.ca/moodle/course/view.php?id=146421>

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. 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 scholarship by historians of psychology, and will be asked to consider **historiographic**¹

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)

issues that have influenced reconstructions of psychology's past. Whose stories get told? Whose don't? Why? What do historical silences tell us? How can we fill them and how do they 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 asking how and why certain kinds and methods of knowledge production have become dominant; to serve what ends, with what effects (repressive, liberatory), and as opposed to what alternatives? Students should emerge from the course with the ability to:

1. Situate Psychology in its historical, cultural, and political contexts; demonstrate the relationship of psychological research and practice to the people and societies in which they are developed.
2. Identify and define the major historiographic issues that affect the writing of psychology's history.
3. Identify major contributors to psychology since the end of the 19th century to the present, and explain their significance.

Required Texts

Fancher, R.. & Rutherford, A. (2017). *Pioneers of Psychology, 5th Edition*. New York: Norton.

- Available for purchase in the York bookstore, on Amazon, and one copy is on reserve in Scott Library.

Phillips, L. (2000). Recontextualizing Kenneth B. Clark: An Afrocentric perspective on the paradoxical legacy of a model psychologist-activist. *History of Psychology, 3*, 142-167. Available electronically in the York Library through the course website.

Rutherford, A. (2014). Historiography. In T. Teo (Ed.) *Encyclopedia of critical psychology, Vol. 2*. New York: Springer SBM. Available electronically in the York Library through the course website.

Course Requirements and Assessment

Your final grade in this course will be weighted as follows:

Test 1: 20%
Test 2: 30%
Test 3: 20%
Assignment 1: 15%
Assignment 2: 15%

Exams will include multiple-choice and short answer questions and are non-cumulative. Note that there are short lectures after the first two exams, and the final exam will be administered during the final class session. Full information on the assignments is provided below.

Description of Assignments

Assignment 1 – *Women and gender in the history of psychology* - due February 22nd

The **purpose** of this assignment is to have you explore an on-line resource for the history of psychology more deeply, and to provide you with more exposure to, and knowledge of, women's historic contributions to psychology. You will need to consult the following website:

www.feministvoices.com

specifically the Women Past part of the site here:

<https://www.feministvoices.com/past/>

Explore the profiles (there are over 130 in the Women Past section) and find a psychologist **not mentioned in your text** whom you find particularly interesting.

Write a 750-word reflection in which you describe this psychologist and address the following, **IN YOUR OWN WORDS**:

- 1) What is it about this psychologist that you find interesting? What about her life and/or career stands out for you? How might her historical context have affected her participation and recognition in psychology?
- 2) Where, in your current textbook, might her contributions be featured? If you cannot find a good fit, how might you organize a textbook that does include her contributions?
- 3) Based on what we have covered in the class so far, include your thoughts about why most history of psychology textbooks are dominated by the contributions of “great white men.” How would a history that includes more diverse contributors be different?

Address these questions in short essay form, using full sentences and paragraphs. Include a cover page on which you include your name, email, and student number, and the title of your essay (*Women and gender in the history of psychology* is fine). You do not need to reproduce this title on the essay page itself. You should double-space your essay and use 12-pt Roman font. Include the url for each of the psychologist's profile pages at the site in your essay. There is no need for a reference section. Maximum word count is 1000.

Save your essay as a Word doc (not .pdf) with the following file name:

Lastname_Assignment1

Submit through the Moodle site.

Assignment 2 – *Re-envisioning the history of psychology* - due March 22nd

The purpose of this assignment is to have you consolidate and apply your knowledge of major figures in the history of psychology to consider how the writing of history - and the content of psychology itself - is affected by factors such as gender, race, class, geography, and culture. This assignment builds on the **Re-envisioning the history of psychology** class activity scheduled for March 4th.

Your task is to pick two psychologists whose contributions were discussed in the text and/or in class, and alter some of their biographical details [race, ethnicity, gender, ability status, class, sexual orientation, gender identity, geographic location, etc.]. Provide a short description of their new identity, and then unpack how these changes would have influenced their ability to contribute to/participate in psychology, their inclusion in the historical record, the content/substance of their contribution, and the responses to their work. Be attentive to the historical and political context in which each (real) person lived when thinking through these questions.

Construct a short essay using full sentences and paragraphs. Include a cover page on which you include your name, email, and student number, and the title of your essay (*Re-envisioning the history of psychology* is fine). You do not need to reproduce this title on the essay page itself. You should double-space your essay and use 12-pt Roman font. Maximum word count is 1000.

Save your essay as a Word doc (not .pdf) with the following file name:

Lastname_Assignment2

Submit through the Moodle site.

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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at:

<http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf> may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Notification that you will or have missed a test must reach both the course instructor and your TA within 24 hours of the missed date, preferably via an e-mail cc'ed to both of us. Proper documentation, consisting of a note from a physician outlining the specific nature of the illness and dated within 2 days of the test, is required to excuse a student from a test and must be physically presented to the TA at the makeup exam.

****All students who miss any tests due to illness will be required to write a makeup test that may differ from the original in BOTH format and content on the date specified by the instructor towards the end of the semester. Failure to write the makeup on this date will result in a 0 on the exam.****

Important New Information Regarding Missed Tests

For any missed tests or late assignments, 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 test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2018-19 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan. 30
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9	Feb. 8	March 8
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 10 - Dec. 4	Feb. 9 - Apr. 3	March 9 - Apr. 3

***Note:** *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.

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, or check your email 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, please feel free to report it to the instructor. Please mute cell phones and refrain from using them during class time.

Attendance Policy

Attendance is expected at all class meetings. Material and activities will be presented that are not covered in your assigned readings, and we will engage in active learning exercises that will enhance your experience of this course. Neither the course director nor the TA will lend out their lecture notes and notes will not be posted on-line. Active learning via note-taking and class participation is more effective than reading posted notes or passively watching a recorded lecture, and since I do not follow my notes verbatim they are not a completely accurate record of the class content. No notes but your own will adequately reflect what goes on in class.

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 for you to listen to.

Powerpoint slides will be posted on the course website in advance of the class meeting. If a student has a documented disability that requires accommodation involving notetaking, please contact the professor immediately to arrange accommodation.

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 7	Introduction: Studying the History of Psychology	Pioneers, Introduction Rutherford (2014)
Jan 14	Pioneering Philosophers of Mind Physiologists of Mind	Pioneers, Ch. 2 Pioneers, Ch. 3
Jan 21	Establishing Experimental Psychology	Pioneers, Ch. 5
Jan 28	TEST 1 (20%) 11:30-1pm 1:30pm The Evolving Mind	Pioneers, Ch. 6
Feb 4	Measuring the Mind The Developing Mind	Pioneers Ch. 7 Pioneers, Ch. 13, pp. 493-514
Feb 11	American Pioneers Science of Behavior	Pioneers, Ch. 8 Pioneers, Ch. 9
Feb 18	WINTER READING WEEK Feb 16-22 Assignment 1 due by 11:59pm on Feb. 22nd (15%)	
Feb 25	Social Psychology	Pioneers, Ch. 10, pp. 381-401 Phillips (2000)
March 4	TEST 2 (30%) 11:30-1pm 1:30pm Re-Envisioning the Historical Record	
March 11	Psychology Gets “Personality”	Pioneers, Ch. 12
March 18	Applying Psychology The Art and Science of Clinical Psychology	Pioneers, Ch. 15 Pioneers, Ch. 16
	Assignment 2 is due by 11:59pm March 22nd (15%)	
March 25	Minds, Machines, and Cognitive Psychology	Pioneers, Ch. 14
April 1	TEST 3 (20%)	