



**School of Arts & Science
PSYCHOLOGY DEPARTMENT**

**PSYC 210-001
History of Psychology
2006F**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Randal Tonks		
(b)	Office Hours:	Monday & Wednesday 12:30 – 1:30 p.m.		
(c)	Location:	F314F		
(d)	Phone:	370-3202	Alternative Phone:	
(e)	Email:	tonks@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Demonstrate understanding of the perspectives in the philosophy of science including epistemology and ontology through written essays.
2. Demonstrate an appreciation for the impact of social context or zeitgeist on the development of a scientific discipline through written essays.
3. Apply the historiographic and the psycho-biographical approach to history.
4. Identify and critique the philosophical and practical foundations to contemporary psychology.
5. Make connections among various psychological perspectives or schools that have arisen in the 20th century.
6. Compare and contrast the relationship between pure and applied psychology.

3. Required Materials

Text and Readings: Leahey, T.H. (2001). *A history of modern psychology (3rd edition)*, Englewood-cliffs: Prentice Hall.

Optional and Supplemental Readings (*Available from Camosun Library - others through interlibrary loan).

Armour L. & Trott E. A. (1981). *The faces of reason*. Waterloo: Wilfrid Laurier University Press.

- Bernstein, R.J. (1988). *Beyond objectivism and relativism: Science, hermeneutics and praxis*. Philadelphia: University of Pennsylvania Press.
- Brennan, J.F. (1986). *History and systems of psychology*. Englewood-cliffs: Prentice-Hall.
- *Boring E. G. (1950). *A history of experimental psychology*. Englewood-cliffs: Prentice-Hall.
- Danziger, K. (1990). *Constructing the subject: Historical origins of psychological research*. Cambridge : Cambridge University Press.
- Edwards, P. (Ed.) (1967). *Encyclopedia of philosophy (Vols. 1-8)*. New York: The Free Press. (This collection is found in the 5th floor Reference Section of Bennett library)
- Harre, R. (1986). *The philosophies of science: An introductory survey*. New York: Oxford University Press.
- *Hergenhahn, B.R. (1986). *An introduction to the history of psychology*. Belmont, Ca: Wadsworth.
- *Jones, W.T. (1975). *A history of western philosophy (vols. I-IV)*. San Diego: Harcourt, Brace, Jovanovich.
- *Leahey, T.H. (1992). *A history of psychology: Main currents in psychological thought*. New York: Prentice-Hall.
- McKillop, A.B. (1979). *A disciplined intelligence: Critical inquiry and Canadian thought in the Victorian era*. Montreal: McGill-Queens university Press.
- McKillop, A.B. (1994). *Matters of mind: The university in Ontario, 1791-1951*. Toronto: University of Toronto Press.
- Messer, S.B., Sass, L.A., & Woolfolk, R.L. (Eds.) (1988). *Hermeneutics and psychological theory: Interpretive perspectives on personality, psychotherapy and psychopathology*. New Brunswick: Rutgers University Press.
- Robinson, D.N. (1986). *An intellectual history of psychology*. Madison: University of Wisconsin Press.
- Shotter, J. (1993). *Cultural politics of everyday life: Social constructionism, rhetoric and knowing of the third kind*. Buckingham: Open University Press..
- Schultz, D.A. & Schultz, S.F. (1987). *A history of modern psychology*. 4th Edition. N.Y.: Harcourt, Brace, Janovitch.
- Watson, R.I. (1978). *The great psychologists*. New York: J.B. Lippincott
- Wertheimer, M. (1970). *A brief history of Psychology*. New York: Holt.
- *Wright, M.J. & Myers, C.R. (1982). *History of Academic Psychology in Canada*. Toronto: Hogrefe.

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

In the past, people have reported that they took this course because it was required and that they considered history to be "a thing of the past." Others, myself included, believe that a great deal can be gained by understanding the history of the ideas and practices of our discipline. This includes understanding the various connections that have formed between psychologist's goals and practices and the values and expectations of the members of the societies that such "professional psychologists" serve. Studying the history of psychology may also benefit today's students (tomorrow's psychologists) by helping us to avoid repeating past mistakes and accepting the stale recycling of old ideas.

Beyond these pragmatic contributions, this course offers an opportunity to develop "perspective" on psychology that can be synthesized through a detailed analysis and understanding of the ebb and flow of various "paradigms" of psychology and science. Following its completion, I expect that you will be able to critically judge the value of this course against its ability to achieve the goal of facilitating your ability to take a historical "perspective" in understanding psychology as a multi-faceted enterprise.

Admittedly, there are a number of perspectives one may take in understanding the history of any modern discipline. In tracing the contributions of various men and women to the establishment of modern psychology, two approaches have commonly been used: the *zeitgeist* (socio-cultural factors) and the "*great scholar*" perspectives. This course makes use of both of these perspectives as it traces the development of psychology as a modern scientific discipline from its beginning in 19th century philosophy and physiology. A consideration of the dominant worldviews of natural and human science is also made, providing a background context out of which one can view the emergence of the major schools of 19th century psychology. Our look at this emergence examines the arrival and development of the *schools* of Consciousness or Mentalism (Wundt, Kulpe & Titchener), Unconscious Minds (Fechner, Freud & Jung), Functional Pragmatism (Darwin, James & Dewey), and the subsequent development of the streams of academic and applied psychology. This course will trace the contributions of several "great scholars" but will also focus on the cultural settings of 19th and 20th century Germany, Britain, Canada, and the United States as part of a "zeitgeist approach." Special attention will be paid to the history of psychology in Canada prior to (and following) its formal beginning as the Canadian Psychological Association in 1939. This account will accompany an examination of the emergence of various psychological practices against the cultural settings in which they have been found.

It is also expected that the course will provide students with some understanding of the development and tremendous growth of diversity that is easily seen in the psychological practices of today. In considering one's role in the history of psychology, it is often meaningful to talk about Erik Erikson's notion of identity. Erikson was keenly interested in constructing psycho-histories of famous people by revealing their struggles with ideologies as the guiding ideals (guide-posts) of their unfolding identities. The issue of psychology being in a state of identity crisis is repeatedly acknowledged throughout the history of psychology. By encouraging you to think about these historical theories of psychology as ideologies of psychology, it should be possible for you to consider the acceptance of a theoretical perspective in psychology as involving the formation of one's identity. In so far as this course offers a diversity of approaches to psychology, it is expected that you will have an abundance of ideologies of psychology from which to develop your future identity as a professional or lay psychologist.

Against this backdrop, you will be exposed to historical accounts of the psychological sub-fields of biological, clinical, cognitive, educational, evolutionary, humanistic, gestalt, psychoanalytical, testing, and more. You will be encouraged to think about these sub-fields as possible ideologies for the future of psychological practice in Canada.

Remember that it is through you people and the practices that you follow that the history and identity of psychology as a scientific discipline will continue to develop and unfold.

With this general perspective in mind the class activities and the term paper topics have evolved as parts of this course where each of you are encouraged to take an active role in the historical construction of the subject of psychology.

In general, this course addresses scholars through chronological order, however they are also tied to various social contexts. As such, the chapters in the book will not be read in strict numerical order but in an order that follows the lecture topics.

As outlined in the course syllabus, for the two sections on the history of psychology in Canada, there are a few chapters of supplemental readings to accompany the course readings from the text. See the [course syllabus](#) for a list of readings and dates of assignments.

On-line Class Activities:

Each week we will cover one or two study questions and a collection of key concepts or definitions. As such **students will be expected to participate in on-line group discussion of the study questions and key concepts.**

Students will also be encouraged to discuss the selection of their term paper topics with each other. After all, as a student of psychology it is your history so you will decide which approach to take in the production of the historical accounts that you will construct in your papers.

Take-Home Reports:

At various times throughout the semester each student will write a short essay that provides an answer that integrates the material covered on the lecture notes, and accompanying audio files, along with the textbook readings. While there is a certain degree of essential information to be covered for most questions, there is also some degree of latitude for student creativity and insights into answering most of these questions. It is expected that properly cited sources are referenced according to APA conventions. The take-home essay topics will be assigned a week in advance and students will select one from among the potential essay topics.

Term Paper:

It is expected that each student will take a historical perspective in writing a term paper on some issue or person from the history of psychology*. The papers are to be no longer than 8 pages typed double space (12 point font only) in the standard APA style. If you are not familiar with this style of referencing and paper writing please take a look at the [APA publication manual](#) (4th edition). In taking a historical perspective there are several alternatives that you may wish to pursue (5th edition). In taking a historical perspective there are several alternatives that you may wish to pursue.

Topics:

1) Choose a person in the history of psychology and provide an account of the development and/or the influences on/of this person's work. In doing so, you may wish to consider the relationships between this person and his or her family, community, society or culture. You also may wish to consider the relationships between this person as a teacher (or as a student) where the student is usually either seen developing the teacher's perspective in one direction or found rebelling from it. Related to this approach is the "schools" approach where one examines the emergence, development, or

influence of a "school" or ideology of psychology upon a specific person, another "school", the discipline in general, or society in some important way.

2) Choose a seminal issue or idea from the history of psychology and carefully examine two or more perspectives on that issue. In taking this approach it is important, as in the first approach, to consider the ideas as they have changed (or been maintained) by different people at different times (or in different places). For example, the "mind-body" problem is one such issue that plays a central role in the development of most ideologies of psychology. As such, one may consider how people have resolved this issue over time or how someone has resolved it in response to another person's resolution.

Equally well suited to this approach is an investigation of other issues of the philosophy of science as they apply to psychology. Examples of these are the goals or "ethical" values of some pair of ideologies of psychology, the epistemologies / "knowledge claims" made by psychologists, or the forms of logic that are used. Other topics include an evaluation of psychological practice or a general account and critique of an entire philosophy of science that is a foundation for a collection of ideologies of psychology. This approach is frequently associated with the "comparison and contrast" approach that focuses on making a meaningful discussion of the similarities and differences between two or more perspectives on some issue. The historical approach is similar, but not exactly the same as this approach, because historical/contextual considerations are not a necessary part of the comparison and contrast approach. Basically, **the bottom line is, choose a topic in the history of the practice of psychology (in Canada) about which you will provide one or another kind of historical account.** That means you will provide an account of some psychological issue(s) or person(s) in a manner that explicitly recognizes the role of history in regard to your topic.

*** Note: It is strongly suggested, but not mandatory that you consider looking into the history of psychology in Canada, or of a Canadian Psychologist, issue, or perspective.**

Good Papers:

Most people want to get good marks even if they don't expect an "A+" on their papers. It is a good idea, however, to point out a few things regarding the creation a good paper. Typically, good papers are those that take a critical perspective on the topic that they are presenting. To be critical does not mean that you simply have to be negative and try to put down some theory or perspective. Being critical involves the careful examination and explanation of issues pertaining to the creation and development of theories or ideologies of psychology. Consider going to original sources in providing a critical examination of some ideas, and try to provide your reader with an understanding or explanation of the central issue of the perspective that you are examining. This will likely mean that you will have to go to UVic and spend some time in the MacPherson Library.

Make use of your own thoughts and concerns when choosing a topic, and also don't be afraid to rely on your own reasoning and judgment. It is a good idea, however, to talk to classmates and your teachers about any ideas you might have as you think them through and get better at expressing such thoughts. Additionally, the papers that generally receive good marks are those which are well thought out, well organized, and clearly presented. If you have the greatest ideas in the world they are not worth much if you cannot express them clearly. Take the time to think about the topic you choose and start thinking about it soon.

With respect to your understanding of the grading expectations of the instructor--who will be marking the papers-- you will be asked to hand in a one page outline of your paper topic by week 5 of the semester in order to facilitate clear communication between the instructor and students. The term paper will be due at the end of the 12th week of classes and it is expected that you will staple your outline (that your instructor returned to you with comments on it) to the back of your term paper.

Students are also encouraged to consider contributing their term papers to *Psybernetika*, a journal that may publish them in a special issue on the history of psychology in Canada. Through these activities it is hoped that you will become actively engaged in the production and understanding of the history of psychology in Canada. To help you in starting, you can look at the work of previous classes whose reports were published in *Psybernetika*, 1 (3), Winter 1995 and *Psybernetika*, 2 (2) Summer 1996, (*Psybernetika*, 3 (1) Spring 1997) at "<http://www.sfu.ca/~wwwpsyb/>".

One option for searching for information on a Canadian psychologist or issue from Canadian Psychology is to consult one or more of the [Three principal publications](#) of the Canadian Psychological Association (CPA). By tracing the references to articles that you are interested in, you can examine the intellectual histories of contemporary Canadian psychologists. Additionally, there are a few good sources on historical information of Canadian psychology that will be on reserve at the Bennett Library.

historical grounding.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

The marks will be distributed across the following profile.

On-Line Seminar Activities	15 %
First Report	10%
Second Report	20%
Third Report	25 %
Term Paper	30%
	100%

6. Grading System

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Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8

85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

