



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-210-001
History of Psychology
Winter 2019

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Randal Tonks
(b) Office hours	Tues 2:30-3:20 / Thursday 1:30-2:20 or by appointment
(c) Location	Ewing 240
(d) Phone	250-370-3197 Alternative: _____
(e) E-mail	tonks@camosun.bc.ca
(f) Website	Rgtonks.ca

Course Description:

This course traces the origins and growth of psychological thought. The emphasis will be on larger social-historical contexts that shaped thoughts about human psychology. The topics will cover contributions of early Greek thinkers, medieval and renaissance scholars, formal beginnings, and development of the discipline in the last two centuries.

2. Intended Learning Outcomes

Upon completion of this course a 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

Readings: Benjafield, J. G. (2015). A history of psychology: Oxford University Press: Don Mills.

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 ([Syllabus](#)).

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

Armour L. & Trott E. A. (1981). *The faces of reason*. Waterloo: Wilfred 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.

*Jones, W.T. (1975). *A history of western philosophy (vols. I-IV)*. San Diego: Harcourt, Brace, Jovanovich.

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.

*Wright, M.J. & Myers, C.R. (1982). *History of Academic Psychology in Canada*. Toronto: Hogrefe.

***Special note on sources: Do NOT use Wikipedia as a reference in writing your term paper.** While it may give you some leads, it is important that you make use of academic journals and books. Some websites, other than reprints of academic sources, may be accepted pending consultation with the instructor.

4. Course Content and Schedule

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.

Course Syllabus and Readings

Week 1 - Jan 8 & 10 - Introduction to History and the Philosophy of Science

Benjafield J.G. (2015). A history of psychology. Chapter 1 (pp. 1-14) Chapter 16 (pp.432-440; 445-446)

Week 2 - Jan 15 & 17 - . . . Introduction . . . History of Psychology & Worldviews

Benjafield: Chapter 2 (pp. 16-38); Chapter 3 (pp.44-49)

Week 3 - Jan 22 & 24 - Darwin, Evolution, Adaptation and Individual Differences

Benjafield: Chapter 2 (pp. 39-41); Chapter 3 (pp. 49-63; 68-74); Chapter 4 (pp.95-103).

Week 4 - Jan 29 & 31 - Wundt and the Beginnings

Benjafield: Chapter 3 (pp. 64-67); Chapter 4 (pp. 77-95); Chapter 5 (all) Chapter 8 (pp.174-180) [\[Quiz\]](#)

Week 5 - Feb 5 & 7 - Freud and Psychoanalysis [\[Outline due\]](#)

Benjafield: : Chapter 7 -(all)

Week 6 - Feb 12 & 14 - Canada: Psychology in the New World part I....

Supplemental Reading:

Tolman C.W. (1996). Opposition to the ideal system as leitmotif in nineteenth century Anglo-Canadian psychology. Canadian Psychology, (37), 137-144.

Week 7 - Feb 19 & 21 - Reading Break

Week 8 - Feb 26 & 28 - America and Functionalism: The New World part II [Midterm](#)

Benjafield: Chapter 6 (all); Chapter 8 (pp. 180-186); Chapter 13 (pp. 329-336)

Week 9 - Mar 5 & 7 - Applied Psychology in North America: The New World part III

Benjafield: Chapter 8 (pp. 187-198)

Week 10 - Mar 12 & 14 - Rise of Behaviorism and Gestalt Psychology

Benjafield: Chapter 9 (pp. 208-226); Chapter 10 (pp.238-256l); Chapter 8 (pp. 198-204)

Week 11 -Mar 19 & 21 - Behaviourism & Logical Positivism in 20th Century Science

Benjafield: Chapter 11 (pp.272-290); Chapter 12 (pp. 293-314)

Week 12 - Mar 26 & 28 - Canadian Psychology: WWII and the aftermath

Benjafield: Chapter 12 (pp. 312-325) [\[Paper - Due\]](#)

Week 13 - Apr 2 & 4 - Neo-Behaviorism and Social Constructionism

Benjafield: Chapter 9 (pp. 227-235); Chapter 13 (pp. 352-356); Chapter 16 (pp. 441-447)

Week 14 - Apr 9 & 11 - Explosion of Diversity, ... into the Future

Benjafield: Chapter 10 (pp 257-270); Chapter 13 (pp 340-352); Chapter 14 (all) Chapter 16 (pp. 448-455).

Apr 16- [\[Take-home Final Due\]](#)

[Study Questions](#) and
Key Concepts for Psychology 210

5. Basis of Student Assessment (Weighting)

Grading: The Marks will be distributed among the course across the following grading activities:

Class Participation		15 %
Online Postings		5%
Exams	Quiz	12%
	Midterm	20%
	Final	20 %
Term Paper		28 %
		100%

In-class Activities:

In general, a portion of the class time will be spent as a tutorial session. During this time there will be small group discussions about the study questions and key concepts that coincide with each lecture. There will also be some seminar time dedicated to the development of your term papers. Students will be encouraged to discuss the selection of term paper topics with each other. After all, 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.

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://psybernetika.ca/>

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.

Online Postings:

As we work our way through the topics and corresponding study questions there will be an opportunity to discuss the questions and their answers through the d2L discussion board. By participating in these online discussions students will be given up to 5% toward their final grade.

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 about 8 pages (2000

words) 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](#) (6th edition). In taking a historical perspective there are several alternatives that you may wish to pursue.

* 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.

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.

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 (or dropbox) your outline (that your instructor returned to you with comments on it) to the back of your term paper.*

Exams:

There will be an in class quiz along with a midterm and final exam. These quiz will involve definitions of key concepts and the midterm exam will include a short essay and short definitions of key concept terms. The essay questions and definition concepts will be drawn from the the collection of weekly study questions and key concepts. For the concepts, you will give a clear definition of the concept and its historical grounding or importance. The final exam will be take home where students will answer one short essay of about 800 to 1000 words.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

*(If the missing work is not completed within 6 weeks from the semester end, the grade will become F).

Interpretation of Grades

Letter Grades are established according to the college definition as well as my own teaching experience.

- A: Superior levels of achievement.** High quality is expected which shows a full understanding of the work that is to include some form of exceptional achievement (i.e. new insight, obvious quality of research, clear presentation above and beyond the minimum required, better work than the majority of the class).
- B: High levels of achievement.** Here a grade corresponds to good work that shows full understanding. It does not have the same degree of exceptional achievement that makes an A, but is distinctly beyond the minimum required, and above average.
- C+: Satisfactory level of achievement.** This is seen as average or acceptable quality.

C: Sufficient level of achievement to proceed with next level of study. Reaches average work, showing an understanding of the material and the minimum requirements have been met, however there are usually some errors and mistakes made that hold the grade here. It does not indicate the student is having any significant difficulties.

D: Minimum level of achievement for which credit is granted; a course with a D grade cannot be used as a prerequisite. This grade is given for work that is present but is not providing sufficient insight or completeness. It is likely lacking in details, but has some approximation of adequate work.

F: Minimum level is not achieved.

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

Academic Honesty

Beyond learning basic concepts and research strategies, students are expect to produce some original written work that stands as an example of their expressed understanding of psychology as it has been applied to a specific area of research. As such students will write article summaries and group reports in their own words, making use of [standard psychological styles of referencing](#) and reporting psychological information.

Plagiarism, or the unacknowledged use of another person's ideas or words represents academic dishonesty and is grounds for expulsion from the college. Camosun policy states "If an instructor remains convinced that there has been a violation [plagiarism or cheating], he or she may assign a grade of F for the work involved or in the course..." Let's avoid that!

STUDENT RIGHTS and RESPONSIBILITIES

1. Students are responsible for reading the assigned material according to the assignment dates so that they are prepared to participate in online discussions and group tasks. It is essential for students to consult the chapter study guides since they will reveal the topic activities that will for the basis of the tests.
2. If a student requires special accommodation to be successful in this course, please contact me the first week of class.
3. Students, and their prospective participants have the right not to participate in any given course reserach activity.
4. As part of the course, specifically in the seminar activities, you always have the right NOT to self-disclose any information.
5. Students are expected to follow certain standards of conduct:
 - a) Work must be used for this course only, and it must be original-authored by the student who submits the work.
 - b) Assignments that are copied (identical or plagiarized) between students will be given 0% for ALL students with identical work. If you want to work cooperatively, inform me ahead of time.
 - c) Fabrication of research data is not acceptable.

- d) It is college policy that "If an instructor remains convinced that there has been a violation [such as plagiarism or cheating], he or she may assign a grade of F for the work involved, or for 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.bc.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.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3

60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> for 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.