



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**

**PSYC-210-D01**  
**History of Psychology**  
**Winter 2021**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Dr. Randal Tonks
(b) Office hours	Tues 2:30-3:00
(c) Location	Zoom
(d) Phone	Alternative: _____
(e) E-mail	Tonks@camosun.bc.ca
(f) Website	rgtonks.ca/Courses/History/

**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 20<sup>th</sup> century.
6. Compare and contrast the relationship between pure and applied psychology.

**3. Required Materials**

**Textbook:**

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

In general, this course addresses scholars through chronological order, however, the chapters in the book will not be read in strict numerical order but in an order that follows the lecture topics.

#### **4. Course Content and Schedule: Syllabus and Readings**

Week 1 - Jan 12 - Introduction to History and the Philosophy of Science

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

Week 2 - Jan 19 - . . . Introduction . . . History of Psychology & Worldviews

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

Week 3 - Jan 26 - Darwin, Evolution, Adaptation and Individual Differences

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

Week 4 – Feb 2 - Wundt, Consciousness and the Beginnings

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

Week 5 - Feb 9 - Freud, the Unconscious and Psychoanalysis

Benjafield: : Ch 7 -(all)

Week 6 - Feb 16 Reading Break

Week 7 - Feb 23 - Canada & Common Sense

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

Week 8 – Mar 2 – America and Functionalism: The New World part II

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

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

Benjafield: Chapter 8 (pp. 187-198)

Week 10 - Mar 16 - Rise of Behaviorism and Gestalt Psychology

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

Week 11 - Mar 23 - Behaviourism & Logical Positivism in 20th Century Science

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

Week 12 - Mar 30 - Canadian Psychology: WWII and the aftermath - - [ Paper - Due]

Benjafield: Ch 12 (pp. 312-325)

Week 13 - Apr 6 - Neo-Behaviorism and Social Constructionism

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

Week 14 - Apr 13- Explosion of Diversity, ... into the Future

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

Exam Period - Final Exam due Apr 19

## 5. Basis of Student Assessment (Weighting)

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

<b>Class Activities</b>	weekly	10 %
<b>Discussions</b>	weekly	15%
<b>Exams (3)</b>		
Quiz	Feb 4	15%
Midterm	Mar 4	20%
Final exam	Apr exams	20 %
<b>Term Paper</b>	Mar 23	20 %
		100%

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### Activities:

There are 13 activities for the course and students are expected to complete 10 of these by making posts on the discussion boards inside D2L. For these activities students will be asked to generate answers to the study questions and key concepts that coincide with each lecture topic. There will be 10 marks allocated for original postings to the discussion board.

### Discussion Postings:

In addition to making original (activity) posts to the discussion board, students will also be expected to reply to other students postings. There will be 5 marks allocated to replies to other students' postings. Through these activity and discussion postings we will simulate what would normally be in-class discussions.

### Term Paper:

It is expected that each student will take an historical perspective in writing a term paper on some issue or person from the history of psychology\*. The paper is to be 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.

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### 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.

Basically, **the bottom line is**, *choose a topic in the history of the practice of psychology 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.

In the course we will consider "traditional" and "critical" perspectives on history, represented by the "insider" and "outsider" views. In order to receive top marks on the paper on must go beyond a "traditional" accounting of historical events or ideas and rather provide a "critical" account that more deeply examines the historical development or importance of the person or ideas covered.

Additionally, the papers that generally receive excellent 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.

### **Exams:**

There will be three exams over the semester, each based upon study questions that form the basis of the activities and discussion postings.

The **Quiz** will be comprised of providing a definition and statement of importance for three key concepts based upon the list of concepts covered in topics one and two of the course.

The **Midterm** will cover topics three, four, and five of the course and the midterm will also involve defining three key concepts as well as answering one essay question.

The **Final exam** will involve answering two essay questions take from the second half of the course and also be based upon the study questions that will be covered in the activities. All exams will be on D2L at the specified times and dates.

### **General Information**

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.

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. This course 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, Austria, Canada, and the United States as part of a "zeitgeist approach."

Historian R.G. Collingwood contends that history is "living" in the minds of those who engage with it, part of their lives and their identity. In considering one's role in the history of psychology, it is 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 *your* 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.

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.

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

## 6. Grading System

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

## 7. 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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
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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.