

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2023</b>
<b>PS274</b>	<b>History of Psychology</b>	<b>Prerequisite: PS121</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In class	<b>Instructor:</b>	James Cresswell, Ph.D.	<b>First Day of Class:</b>	Jan 9, 2023
<b>Day(s):</b>	Wed & Fri	<b>Email:</b>	<a href="mailto:Jim.cresswell@ambrose.edu">Jim.cresswell@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	Jan. 22, 2023
<b>Time:</b>	9:45-11	<b>Phone:</b>	6904	<b>Last Day to Withdraw:</b>	March 31, 2023
<b>Room:</b>	A1085-2	<b>Office:</b>	L0257	<b>Last Day to Apply for Coursework Extension:</b>	April 3, 2023
<b>Lab/Tutorial:</b>	NA	<b>Office Hours:</b>	M&W 2:30-4 or by appointment: <a href="http://www.calendly.com/jim-cresswell">www.calendly.com/jim-cresswell</a>	<b>Last Day of Class:</b>	April 14, 2023
<b>Final Exam:</b>	Online Take Home				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

#### Calendar Description:

This course surveys historical perspectives and theoretical frameworks that form the foundations of critical and creative thinking in psychology. Students will also learn about contemporary historians of psychology and the methods they use.

*Prerequisite: PS 121*

### Expected Learning Outcomes

Course Learning Outcome	Behavioural Sciences Program Outcomes	Psychology Program Learning Outcomes	
		Outcome #	Assessment Point

Demonstrate the ability to described different movements and systems of thought in psychology	1, 2	2	Pre-lecture quizzes, lecture activities, exams
Demonstrate the ability to critically reflect on the history of psychology to develop applications for current work	1, 2	3, 4	Participation, Lecture Activities
Demonstrate the ability to summarize and present psychological research in an accessible manner	4	5	Term paper
Demonstrate the ability to synthesize research to defend a position in written format	4	5, 6	Term paper

**Behavioural Science Program Outcomes:** (1) have a sound understanding of individual and group human behaviour, which will assist students in dealing with people in many helping professions and in their personal lives; (2) be able to integrate the knowledge of the psychological processes and social processes that bear upon human behaviour; (3) perceive human needs with empathy and develop socially responsible attitudes toward social problems and, in particular, special needs populations in society; (4) have a facility with current technology in the field of behavioural science (e.g., electronic databases, computer analysis software such as SPSS); (5) develop a Christian view of sociological and psychological processes in conjunction with scientific study.

**Psychology Program Outcomes:** (1) Demonstrate critical self-reflexivity of one's vocation; (2) Demonstrate an appropriate knowledge base in the discipline of psychology. This outcome includes demonstration of sufficient knowledge in the following content areas: sociocultural and diversity issues, human development, learning and information processing, and biological bases of behavior; (3) Demonstrate the capacity to engage in scientific inquiry and critical thinking; (4) Demonstrate understanding of ethical and socially responsible behaviour in a pluralistic society; (5) Demonstrate effective communication skills. (6) Demonstrate professional development skills for the workplace.

### Required Textbook

Benjafield, J. (2015). *A History of Psychology* (4<sup>th</sup> Edition). Oxford. ISBN: 9780199007929

### Course Schedule

Lesson, Chapters, Readings	Date	Activities & Due Dates
University Lectures begin.	M Jan 9	
Introduction: Course Outline	Wed Jan 11	
The Origins of Psychological Thought – Part 1 Ch. 2.	Fri Jan 13	Pre-lecture quiz on Chapter 2 due at 9:45AM MST
	Wed Jan 18	
The Origins of Psychological Thought – Part 2 Ch. 3	Fri Jan 20	Pre-lecture quiz on Chapter 3 due at 9:45AM MST
	Wed Jan 25	
Nineteenth-Century Psychology Ch. 4	Fri Jan 27	Pre-lecture quiz on Chapter 4 due at 9:45AM MST
	Wed Feb 1	
Wundt & Structuralism Ch. 5	Fri Feb 3	Pre-lecture quiz on Chapter 5 due at 9:45AM MST
	Wed Feb 8	
James & Functionalism Ch. 6	Fri Feb 10	Pre-lecture quiz on Chapter 6 due at 9:45AM MST
	Wed Feb 15	<b>Midterm exam opens at 12:01am (Chs. 1-5)</b>
	Fri Feb 17	<b>No class in light of midterm</b>
WINTER BREAK	Feb 20-24	<b>No Class</b>
Psychoanalysis Ch. 7	Wed March 1	Pre-lecture quiz on Chapter 7 due at 9:45AM MST
	Fri March 3	<b>Midterm exam closes at 11:59pm MST</b>
Behaviourism Ch. 9	Wed March 8	Pre-lecture quiz on Chapter 8 due at 9:45AM MST.
	Fri March 10	
Gestalt Psychology Ch. 10	Wed March 15	Pre-lecture quiz on Chapter 10 due at 9:45AM MST
	Fri March 17	

Humanistic Psychology Ch. 14	Wed March 22	Pre-lecture quiz on Chapter 14 due at 9:45AM MST
	Fri March 24	
AMBROSE RESEARCH CONFERENCE	Wed March 29	<b>No Class</b>
Cognitive Psychology Ch. 15	Fri March 31	Pre-lecture quiz on Chapter 15 due at 9:45AM MST.
	Wed April 5	<b>Group Term Paper due at 11:59pm MST</b>
GOOD FRIDAY	Fri April 7	<b>No Class</b>
Research in Psychology Ch. 11	Wed April 12	Pre-lecture quiz on Chapter 11 due at 9:45AM MST
	Fri Apr 14	

#### Requirements:

	Weight	Due Dates
Pre-lecture quizzes	10%	As per course schedule above
Lecture Activities on TopHat	10%	
Online Midterm Exam	30%	
Group Term Paper	20%	
Online Final Exam	30%	Opens April 18 at 12:01am MST Closes April 21 at 11:59pm MST

#### *Pre-lecture Quizzes (10% - on Moodle)*

For each chapter, there are quizzes that involve 3-6 multiple choice questions that cover the required readings. Each multiple-choice question is worth 1 mark and you have 60 minutes to do the quiz once you start it. All the quizzes are currently available for the entire course. Students are encouraged to complete these quizzes well in advance. Students are free to complete the pre-lecture quizzes whenever it works for them so long as they are completed by the due dates outlined in the course schedule above. Without instructor approval there will be no opportunity for make-up quizzes.

#### *Lecture Activities (10% - on TopHat)*

The class lectures will partly be run through TopHat. We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system, which costs under \$40. You will be able to submit answers to questions and watch lectures using Apple or Android smartphones and tablets, or laptops. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

Using TopHat, the lecture will include quizzes and discussion questions. Each multiple-choice question is worth 1 mark. Each discussion question is worth 0 marks. *The discussions will often involve critical reflection on the material and how the course material links to the Christian tradition.*

You can register for TopHat by simply visiting our course website: <https://app-ca.tophat.com/e/052212>

Note: our Course Join Code is 052212

#### *Midterm and Final Exams (30% each – on Moodle)*

Each of the exams will be composed of short answer (1-2 questions per exam) and multiple-choice questions (about 5 multiple-choice questions per chapter). These exams will cover specific studies mentioned in the text and some prominent figures (pay attention to key studies and dates, not every study mentioned). The exams are online and open book. Once an exam has opened, the instructor cannot answer questions about the exam material.

In the course textbook, there is a list of “Questions to Consider” at the end each chapter. These questions are the pool of potential short answer questions for the exams. Short answers should include the following

1. Identification of the content (~1 paragraph):
  - Go to the slides and lecture about the concept in question
  - Read the textbook to identify additional material
  - Put together main points (do NOT rely on intuition or ‘gist’)
  - You should be able to include the technical (i.e. lecture/textbook) definition/main points AND be able to ‘translate’ these into common language.
2. Identification of the context (~1 paragraph):
  - Identify chapter and section of the lecture/textbook to not what ‘big picture’ topic is being discussed
  - Note any key notions that need to be identified or explained (e.g. jargon that someone outside psychology may not know)
  - You should be able to include the technical (i.e. lecture/textbook) definition/main points AND be able to ‘translate’ these into common language.
3. Develop a Critical Assessment (~1 paragraph): Appraise the content by comparing it to other material, testing it against your experience, or developing a better conceptual definition (do NOT simply assert claims – words like “think” involve critical assessment, not opinion). This component is graded evidence of the following components:
  - Provides a clear critical claim and reason for the claim.
  - Offers some sort of evidence supporting the idea (i.e. shows one is not just making something up).
  - Provides implications for the critical claim

Students will not know which questions will be presented to them. The exams will be open for a window (see above) and students will be given 24 hours to do the exam once they start it.

### *Group Term Paper (20% - on Moodle)*

This paper will be a group project and groups will be assigned shortly after January 22. Groups will include around 5 members. Students may prefer to choose their own groups, but working with diverse others is a skill that we all need to develop.

To complete this paper, students are required to trace a current (last 5 years) research article to its roots. That is, current research on theories in psychology is rooted in the literature and one can trace the development of a theory by starting with a current article and working backwards in time to identify preceding sources. You should collect at least six additional articles that precede the contemporary article. Students should trace the contemporary article’s roots back more than 10 years. The paper will involve you deciding on a theory and then working backwards to trace the development of theory back to its roots.

You should then synthesize the information from the research articles to develop a group term paper. The paper should make an argument of some sort, which means that the research on a topic involves synthesizing the information to form some sort of thesis. The topic of the paper is up to students. The paper should include the following components:

- Introduction (1-2 paragraphs): Introduce the topic, a problem of some sort, and the objective of the paper (i.e. a thesis statement).
- Methods (1-2 paragraphs): A description of the process that the group used to find and determine the articles that will be discussed in the paper. This section should contain an overview of the articles in terms of a timeline and orientation to the articles used for the paper. This section should be approached in terms of the “data” collected for the project.
- Results (3-6 paragraphs): A description of what the group found when they looked at the articles. This can include, for example, a discussion of the evolution of an idea, the changes in how in a given topic is discussed, changes to methodology over time, or blind spots displayed by authors.
- Discussion (2-4 paragraphs): A discussion of the implications emerging from the analysis of the articles. This discussion should speculate on current and future activities linked to the field of study. Think of this section as the “so what” of the forgoing.

Papers will be graded on (1) logic: clearly defined thesis statement, defense of an argument, rational flow of the paper, and appropriate use of peer reviewed sources; (2) content: correct understanding of concepts and interpretation of research; (3) style: grammar/spelling, formatting, and adherence to APA style.

#### Late Submissions

There is no penalty for late submission of assignments until the instructor has completed grading them. Once the assignments have been graded and returned to the class, the score on the assignment is a 0. That is, if a student intends to submit an assignment late, then they receive no penalty until the instructor has graded the assignments. Late assignments will not be accepted without instructor approval after grading is complete.

If a student contacts the instructor (in writing) about an assignment potentially submitted late and there are well articulated reasons for the late submission, then there is potential for flexibility in this policy.

#### Attendance:

Attendance in class is optional. Note that missing class means missing quiz marks on TopHat.

#### Grade Summary:

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Percentage	Letter Grade	Grade Point	Descriptor
96–100	A+	4.0	Outstanding
91–95	A	4.0	
86–90	A-	3.7	Excellent
82–85	B+	3.3	
75–81	B	3.0	
72–74	B-	2.7	
68–71	C+	2.3	
63–67	C	2.0	
60–62	C-	1.7	Satisfactory
56–59	D+	1.3	
50–55	D	1.0	Minimal pass
0–49	F	0.0	
			Fail

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Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

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## Ambrose University Important Information:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

**Note:** Students are strongly advised to retain this syllabus for their records.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888