

Historical and Critical Perspectives on Psychology

PSYC*3000-01

Winter 2023

Dr. Jeffery Yen

T/Th 8:30am – 9:50am
MAC149

Only by exploring Psychology's origins and studying its development can we see clearly the nature of Psychology today (Duane & Sydney Schultz).



PSYC*3000 Historical and Critical Perspectives on Psychology

Course Outline - Winter 2023

Course description

The purpose of this course is to help students understand the socio-historical and theoretical context of modern psychological research and practice. This includes: 1) evaluating basic assumptions underlying modern psychology by drawing on historical, theoretical and philosophical perspectives, and 2) investigating historical and current controversies within psychology. Topics may include the question of psychology's universality and scientific status, the assumptions embedded in psychological theory and research methodology, the history of madness and psychotherapy, and the relations between psychology, power, ethics, and politics.

Credit weight

0.50 credits

Instructor information

Instructor name: Dr. Jeffery Yen
Instructor email: ijen@uoguelph.ca
Office hours: By appointment, on MS Teams

GTA information

Monique Carvalho mcarvalh@uoguelph.ca
Riya Sharma rsharm32@uoguelph.ca
Oliver Twardus otwardus@uoguelph.ca

Communication Policy

If you have questions about the course, please ask them either **during class, before class, or after class**. If you would like to have a one-on-one conversation, please make an appointment to see me. Because of extremely high email volume during term, I will not respond to emails relating to course content or assignments that are covered in the course outline or were discussed in class.

If you absolutely must send an email about course, grading or assignment issues, please first direct your queries to the TAs. If they are unable to answer your questions they will forward your email to me.

Class schedule and location

Tuesdays and Thursdays 8:30am – 9:50am in MAC 149.

Required texts

Richards, G. & Stenner, P. (2022). *Putting psychology in its place: Critical historical perspectives*, (4th Ed). New York: Routledge.

Students will also read extensively from a selection of journal articles and book chapters that will be made available on Courselink.

Course Content

Course topics and schedule:

Please see the attached course Reading List. **This is a reading-intensive course.**

Course learning objectives

1. Identify key theoretical and methodological assumptions underlying psychological research and practice, and explain how these assumptions shape and constrain psychological knowledge. (*Psychology LOs: 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.3*)
2. Understand how knowledge of psychology's history can help to make sense of its assumptions, limitations and strengths. (*Psychology LOs: 3.2*)
3. Analyse, evaluate, and reflect on these issues in relation to your own interests in psychology (*Psychology LOs: 1.1, 1.2, 1.3, 1.4, 5.2, 5.3*)
4. Express your ideas effectively through participating in small group, class and asynchronous discussions and written responses to readings and lecture material. (*Psychology LOs: 4.1, 4.2, 4.3, 4.4*)
5. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks. (*Psychology LOs: 5.5*)

Course Assignments and Tests:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers (x7)	Mondays by 8pm; See class schedule	80%	All
Participation in class discussion	End of term	20%	1, 2, 3, 4

REFLECTION PAPERS (x7)

80%

You are expected to submit 7 reflection papers over the course of the semester. Reflection papers are due on Mondays by 8pm (see the class schedule) and are **written on the previous week's topic. Please note:** You may submit more than 7 (up to 10) reflection papers. They will be graded, but only the 7 highest grades will count toward your final grade.

Guidelines for reflection papers

- The main aim of the reflection papers is to provide you with a written means of engaging with the readings and class discussions. Reflection papers are written in response to readings and class discussions from the previous week, and are due the Monday after the preceding Tues/Thurs classes.

- Your task is not to summarize the week's readings, but rather to critically and creatively engage with, and make sense of, the ideas and topics raised for the week. Here are some ideas that can help you focus your paper:
 - Engage with (respond to, relate to, discuss, debate, compare, refute etc.) the authors' ideas or arguments
 - Reflect on your learning: How has your thinking changed? What assumptions did you have that were challenged? What has been tricky, disturbing, upsetting, complicated, confusing, etc.?
 - Make connections between weekly readings or with other courses you are taking, your experiences or with current events
 - Explore how critical historical perspectives challenge your understanding of psychology
 - Explore how the readings relate to your own research and thinking
 - Make an attempt to articulate your understanding of a particular idea, concept, issue or argument from the readings (while being honest about what you are struggling to understand).
- It will not be possible to do all of this in one paper, and in fact, it may be better to choose one of these as a focus for your paper for the week.
- The reflection papers are meant to be part of an ongoing reflection on new and sometimes complex ideas, and you can expect that your ideas about things will change as the course progresses. This means that your papers can be exploratory.
- The TAs will look for evidence that you have read and thought about the course material when grading your papers, so read the papers deeply and perhaps even more than once, take notes, highlight passages that are interesting or intriguing, write out questions or connections in the margins, and use these to help you identify potential topics to explore in your reflection papers.

Format for submissions:

- APA referencing is only necessary if you want to cite materials **other than those on your reading list**.
- Length is 600 – 900 words (2 – 3 double spaced pages).
- Quality is more important than quantity!
- Submissions need to be electronic via the CourseLink dropbox (please double check that your file has uploaded).
- Use any of the following file formats: .doc, .docx, .pdf, .rtf.

Late penalties:

- 10% subtracted **for each day late** up to a maximum of 3 days (after that assignments receive an automatic zero)

Other:

- If you miss class for legitimate reasons (e.g., illness) you will still need to submit a reflection paper.

PARTICIPATION IN DISCUSSIONS

20%

You are expected to have completed the readings before coming to class.

You will be assessed on the quality of meaningful engagement in class discussions. I expect students to attend every class, except in the case of emergencies, and to come prepared to discuss the assigned readings. You will receive qualitative feedback on your participation after the winter break (beginning of March), which will give you an indication of how you are doing.

Guidelines for class discussion

Class discussions are the main component of this course. Their main purpose is to provide an opportunity to explore ideas and to clarify your understanding of course material. For this reason, it is to be expected that you will change your mind, perhaps several times, on topics and issues in the course. Your discussion grade is not based on whether you agree or disagree with the course readings or with others in your class, but on the ways in which you are able to do so respectfully, coherently and reflexively.

Course Policies

Grading Policies

See above.

Re-Grading of Assignments Policy

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dissatisfied, 2) they can request from the instructor that another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

Student Rights and Responsibilities when Learning Online

Privacy Rights

Lectures held via Zoom may be recorded for the purpose of later review. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

Recording of Lecture Materials

The University of Guelph's primary mode of course delivery has shifted from face-to-face instruction to remote and online learning due to the ongoing COVID-19 pandemic. As a result, some learning activities (e.g., synchronous lectures or student presentations) may be recorded by faculty, instructors and TAs and posted to CourseLink for grading and dissemination; students may be recorded during these sessions.

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other "live" course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

University Policies

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of Out-Of-Class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic Misconduct

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the

responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

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Reading list and class schedule

Readings are a selection from the following sources:

1. Your prescribed text: Richards, G. & Stenner, P. (2022). *Putting psychology in its place: Critical historical perspectives*, (4th Ed). New York: Routledge.
2. Journal articles and book chapters (posted on Courselink or available as eResource).

Date	Topic	Readings
12 Jan	Introduction to the course	N/A
WEEK 1 – Why history and critique? Origins of Psychology		
17 Jan	Why history and critique?	<ul style="list-style-type: none">• Richards & Stenner (2022). Chapter 1: Introduction: Psychology and history• Benjafield, J. (2015). Chapter 1: Psychology and history
19 Jan	The origins of Psychology	<ul style="list-style-type: none">• Richards & Stenner (2022). Chapter 2: Psychology 1600-1850• Danziger, K. (1997). Naming the mind: How psychology found its language (pp. 1-14).
WEEK 2 – Early Psychology: Establishing a science		
24 Jan	Frameworks and methods in Psychology – where did they come from?	<ul style="list-style-type: none">• Richards & Stenner (2022). Chapter 3: Founding psychology
26 Jan	Measurement and variables	<ul style="list-style-type: none">• Richards & Stenner (2022). Chapter 19: Psychometrics and the problem of measurement• Danziger, K., & Dzinis, K. (1997). How psychology got its variables. <i>Canadian Psychology/Psychologie Canadienne</i>, 38(1), 43–48.
30 Jan	Paper 1 due by 8pm (based on readings/class from previous 2 weeks)	

WEEK 3 – “Schools” of Psychology and origin myths		
31 Jan	Behaviourism, and origin myths	<ul style="list-style-type: none">Richards & Stenner (2022). Chapter 5: BehaviourismHarris, B. (1979). Whatever happened to little Albert? <i>American Psychologist</i>, 34, 151-160.
	Presentation from Library Writing Services (30mins)	
2 Feb	Cognitive Psychology	<ul style="list-style-type: none">Richards & Stenner (2022). Chapter 7: Cognitive psychology
6 Feb	Paper 2 due by 8pm	
WEEK 4 – War and Psychology’s global expansion		
7 Feb	War and Psychology	<ul style="list-style-type: none">Richards & Stenner (2022). Chapter 24: Psychology and warSummers (2008) – Making sense of the APA: A history of the relationship between psychology and the military (pp. 614-618 only)
9 Feb	Psychology’s Golden Age and expansion	<ul style="list-style-type: none">Pickren & Rutherford (2010). Chapter 9: The golden age of American psychology (pp. 208-222 only).Pickren & Rutherford (2010). Chapter 10: Internationalization and indigenization of psychology after World War II
13 Feb	Paper 3 due by 8pm	
WEEK 5 – Madness, normality, healing		
14 Feb	Constructing madness and normality	<ul style="list-style-type: none">Richards & Stenner (2022). Chapter 15: Psychology, madness, and the meanings of psychological distressMadsen, O. J. (2015). Psychotherapists: Agents of change or maintenance men? In I. Parker (Ed.) <i>Handbook of Critical Psychology</i> (pp. 222-230). London: Routledge.
16 Feb	Colonialism and mental health	<ul style="list-style-type: none">Burrage, R. L., Momper, S. L., & Gone, J. P. (2022). Beyond trauma: Decolonizing understandings of loss and healing in the Indian Residential School system of Canada. <i>The Journal of Social Issues</i>, 78(1), 27–52.
20 Feb	Paper 4 due by 8pm	

21 Feb 23 Feb	No class (Winter Break)	
28 Feb	No class	
WEEK 6 – Psychology and digital technology		
2 Mar	Digital technologies and Psychology	<ul style="list-style-type: none">• Cosgrove, L., Karter, J. M., Morrill, Z., & McGinley, M. (2020). Psychology and Surveillance Capitalism: The Risk of Pushing Mental Health Apps During the COVID-19 Pandemic. <i>Journal of Humanistic Psychology</i>, 60(5), 611–625.• Boyd, D. (2016). Untangling research and practice: What Facebook’s “emotional contagion” study teaches us. <i>Research Ethics</i>, 12(1), 4–13.
6 Mar	Paper 5 due by 8pm	
WEEK 7 – Psychology, gender and feminism		
7 Mar	Early women’s experiences	<ul style="list-style-type: none">• Richards & Stenner (2022). Chapter 18: Psychology and gender• Furumoto, L., & Scarborough, E. (1986). Placing women in the history of psychology: The first American women psychologists. <i>American Psychologist</i>, 41(1), 35-42.
9 Mar	Feminist psychology	<ul style="list-style-type: none">• Rutherford, A., Vaughn-Blount, K., & Ball, L. C. (2010). Responsible opposition, disruptive voices: Science, social change, and the history of feminist psychology. <i>Psychology of Women Quarterly</i>, 34(4), 460–473.
13 Mar	Paper 6 due by 8pm	
WEEK 8 – Psychology, race and scientific racism		
14 Mar	“Race” in Psychology	<ul style="list-style-type: none">• Richards & Stenner (2022). Chapter 23: Psychology and ‘race’
16 Mar	Scientific racism	<ul style="list-style-type: none">• Winston, A. S. (2020). Scientific racism and North American psychology. In <i>Oxford Research Encyclopedia of Psychology</i>. https://doi.org/10.1093/acrefore/9780190236557.013.516.
20 Mar	Paper 7 due by 8pm	

WEEK 9 – Psychology and neuroscience		
21 Mar	Biological and brain psychology	<ul style="list-style-type: none">Richards & Stenner (2022). Chapter 8: Psychology and the brain
23 Mar	Brain Psychology in society	<ul style="list-style-type: none">Choudhury, S., Gold, I., & Kirmayer, L. J. (2010). From brain image to the Bush doctrine: critical neuroscience and the political uses of neurotechnology. <i>AJOB Neuroscience</i>, 1(2), 17-19.O'Connor, C., Rees, G., & Joffe, H. (2012). Neuroscience in the public sphere. <i>Neuron</i>, 74(2), 220–226.
27 Mar	Paper 8 due by 8pm	
WEEK 10 – What should psychologists be studying?		
28 Mar	What is Psychology the study of?	<ul style="list-style-type: none">Mascolo, M. F. (2017). How objectivity undermines the study of personhood: Toward an intersubjective epistemology for psychological science. <i>New Ideas in Psychology</i>, 44, 41–48.
30 Mar	Qualitative Research	<ul style="list-style-type: none">Schiff, B. (2018). Understanding Psychology, Differently. In B. Schiff (Ed.), <i>Situating Qualitative Methods in Psychological Science</i> (pp. 85–99). London: Routledge.
3 Apr	Paper 9 due by 8pm	
WEEK 11 – Critical Psychology and Summing Up		
4 Apr	Critical psychology	<ul style="list-style-type: none">Teo, T. (2009). Philosophical concerns in critical psychology. In D. Fox, I. Prilleltensky, & S. Austin (Eds.), <i>Critical psychology: An introduction</i> (2nd Ed) (pp. 36-53). London: Sage.
6 Apr	No class	
10 Apr	Paper 10 due by 8pm	