

PSYC 397: HISTORY OF MODERN PSYCHOLOGY WINTER 2014

Course Details

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Office Hours:	Tuesday 13:00-14:00
TA:	Chloe Soutar
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Room:	HH323
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Lectures:	Mondays 14:30-17:30
Location:	Ellis Hall 333

Calendar Description

A survey of the history of modern psychology, from the 17th century to the present day. Important empirical findings in psychology and related disciplines will be examined in terms of their historical background and theoretical impact. Emphasis will be placed on understanding the progress in the various subfields of psychology. In addition, the contribution of Canadian researchers to the emergence of modern day psychology will be discussed.

Course Objectives

By the end of this course, you should be able to:

- Describe philosophical traditions that laid the groundwork for modern psychology.
- Identify the events in the history of scientific, applied, and professional psychology.
- Outline key perspectives in scientific, applied, and professional psychology. Discuss how the development of psychology was shaped by external forces.
- Identify important figures in the emergence of psychology and describe their contribution to the field.
- Describe how psychology has and continues to shape society.
- Evaluate the influence of Canadian research on modern psychology

Textbook

All students should purchase or have access to the following textbook:

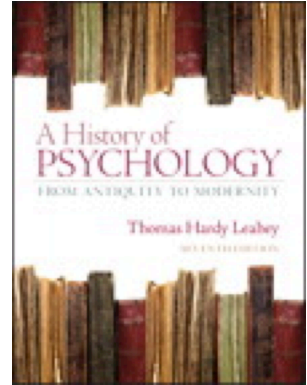
- Leahey, Thomas H. (2013). *A History of Modern Psychology: From Antiquity to Modernity*.

The text is available through the campus bookstore or may be purchased as indicated below:



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Required Text
A History of Psychology
By Thomas H. Leahey,



Student Purchasing Options:

- Text+MySearchLab- ISBN: 9780205868629
- MySearchLab standalone (includes eText)- ISBN: 9780205842599
- eText rental- ISBN: 9780205835676
Go to www.coursesmart.com

Not sure which option is best for you? Scan the QR code above or click the link below to see a quick video and to learn about MySearchLab.

<http://www.youtube.com/watch?v=JacoN4fw2lE>

For additional resources related to this course, see

<http://psychology.about.com/od/historyofpsychology/a/psychistory.htm>

Evaluation

Group Debate	10%
Person in Psychology Written Assignment	15%
Lecture Preparation	15%
Reflection on Group Discussion	10%
Wikipedia Entry Group Written Assignment	15%
Group Participation	5%
Final Exam	30%

Note: Details for each assignment are listed at the end of the course syllabus.

Request for Academic Accommodation

Students who require academic accommodation for the in-class tests should contact the TA, Chloe Soutar, AS SOON AS POSSIBLE so that these can be arranged for the entire semester. Students who require academic accommodation for the final exam should consult Queen's Disability Service to arrange this process:

<http://www.queensu.ca/hcds/ds/students/accommodations.htm>.

Academic integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <http://www.academicintegrity.org>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities at <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2012-2013-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the

seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Copyright of Course Material

All of the course material is for the sole use of students registered in PSYC 397. This material shall not be distributed or disseminated to anyone other than students registered in this course. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Grading Method

All students in this course will receive a letter grade for their final mark. The conversion from a numerical value, according to the Faculty of Arts and Science approved scale is as follows:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Course Schedule

- Jan 6 **Unit 1: Science, History, and Psychology**
Introduction to course
Group discussions
- Jan 13 Introduction to classroom technology
Introduction to Canadian psychologist
Marking rubrics
Assignment of lecture topics
Group assignment: Wikipedia entry
Reading: Chapter 1
- Jan 20 **Unit 2: Background to Psychology**
Group discussion 1
Final exam questions
Group debate introduction
Assignment of group debate 1
Reading: Chapter 2
- Jan 27 Group Debate 1
Group work on final assignment
Lecture 1: The Classical Philosophers
Assignment of group discussion
Reading: Chapter 3
- Feb. 3 **Unit 3: Constructing the Modern World**
Group discussion 2
Reading: Chapters 4, 5
- Feb. 10 Lecture 2: Psychology in the Scientific Revolution
Assignment of group discussion
Reading: Chapters 6, 7

READING WEEK

- Feb. 24 **Unit 4: Founding Psychology**
Group discussion 3
Lecture 3: The ascent of psychology as a science
Assignment of group debate 2
Reading: Chapters 8, 9
- Mar. 3 Group Debate 2
Lecture 4: Wundt's Psychology of Consciousness
Reading: Chapter 10

- Mar. 10 **Unit 5: Psychological Science in the Modern World**
Person in Psychology (written assignment) due
Film
Group discussion 4
Assignment of group debate
Reading: Chapter 11
- Mar. 17 Group Debate 3
Lecture 5: Behaviorism: aftereffects and legacy
Assignment of group discussion 5
Reading: Chapter 12
- Mar. 24 **Unit 6: Applied Psychology in the Modern World**
Group discussion 5
Lecture 6: Cognitive Science: rise and maturity
Reading: Chapter 13
- Mar. 31 *Wikipedia Entry (Group Written Assignment) Due*
Group presentations of written assignment
Film
Reading: Chapter 14

The final exam will be scheduled during the regular final exam period.

Assignments and Evaluations

Group Debate 10%

Due date: See course syllabus

Topic

Each group will participate in one debate with one other group in the class. The debate will take place in front of the entire class. The debate topics will be randomly assigned, one week before the debate is to take place.

Requirements

Group members should work together during the week to prepare their arguments (and counterarguments). Groups may decide to have one group member represent their views or have the entire group participate in the debate. Each group will have 10 minutes to present their argument, 5 minutes to respond, and then 1 minute to counter respond. There will be a short discussion period (10-15 minutes) after the debates are finished in which the entire class may ask questions or make comments. This final portion of the debate will not be marked.

Assessment

All group members will receive the same mark for this assignment, using the criteria outlined in the marking rubric.

Person in Psychology: Written Assignment 15%

Due date: Mar 10th at the start of class

Topic

Select one individual, profiled in Unit 4, who is an important figure in the history of modern psychology. Write a paper discussing the impact of this individual's work on contemporary ideas. Rather than focusing on scientific advances (these are covered in the textbook and other courses you may take), describe how this individual influenced human activities beyond specific research institutions. This could include an impact on social policies, cultural activities, business endeavors, or any other aspect of modern life. Your paper should begin with a brief overview of the individual including the period in which they were working and their field of study. Be sure to highlight the aspect of their work which influenced modern thinking. The rest of the paper will provide details and support for your contention that the ideas put forth by this individual, sometime in the past, have changed life in the 21st century.

Requirements

Your paper should be 3-4 pages (double-spaced using 12 point font).

Assessment

This assignment is based on the peer review model in which each student is asked to provide feedback on the written assignment of other students in the class (and therefore receives feedback from other students on their own work). Peer review is an effective method for improving written communication in students at all stages of their education. It helps students to read carefully, with attention to detail, and also teaches them how to formulate and communicate constructive feedback to their colleagues. The feedback provided through the peer review process facilitates an important transition in writing at the university level: moving from writing for yourself to writing for a broader audience. Be sure to look through the marking rubric and the questions provided at the bottom of that sheet BEFORE you start your paper so that you know what the other readers will be looking for in your assignment. Your paper will be read and assessed by 3 of your colleagues as well as the TA. Each will mark your paper using the criteria set out in marking rubric. Your mark (10%) for the first three components (content, integration with course material, and writing style) will be an average of the marks submitted by the 3 peer reviewers and the TA. Your mark (5%) for the final component (peer review assessment) will be provided by the TA and instructor.

Lecture Preparation 15%

Due dates: See course syllabus

Topic

Each student will present a lecture to a small group (not the entire class) on one of the following topics:

Unit 2

Lecture 1: The Classical Philosophers

Unit 3

Lecture 2: Psychology in the Scientific Revolution

Unit 4

Lecture 3: The ascent of psychology as a science

Lecture 4: Wundt's Psychology of Consciousness

Unit 5

Lecture 5: Behaviorism: aftereffects and legacy

Unit 6

Lecture 6: Cognitive Science: rise and maturity

The topics will be assigned during the second class; the specific dates for each lecture are listed in the course syllabus.

Requirements

Each lecture should be approximately 20 minutes in length, with another 5-10 minutes devoted to questions. The questions may occur during the presentation or at the end (speakers are at liberty to defer a question until the end of the lecture if that is more appropriate). All of the topics are drawn, directly, from the textbook

(approximately 20 pages each); a goal of the lecture is to educate other group members on this material. Be prepared to answer questions on this topic and to clarify points in the text that may not be clear. As with any instructor, it is likely that you will need to read beyond the required text to gain a full understanding of the topic. You may wish to enhance the topic by presenting material from other sources, such as other textbooks or internet sites. Think about how you would present this material to students who are preparing to write a final exam.

Assessment

Lectures will be evaluated by other group members according to the marking rubric for this assignment (average of all marks = 10%). The TA and instructor will also evaluate the presentation component of the lecture (i.e. the slides) (5%). These must be submitted at the beginning of class on the day that the lecture is presented.

Reflection on Group Discussions 10%

Due dates: the beginning of class, one week following the relevant discussion; see course syllabus.

Topic

At five points during the course, groups will engage in 30-40 minute discussions. The discussion topics all present controversial statements, formulated as questions, that relate to the history of modern psychology. The purpose of this assignment is to think critically about these statements and to present arguments for or against each statement. There is no 'right' answer to any of these questions; your job is to convince other group members (and ultimately the entire class) that your position on the topic is well-thought out and supported by scientific evidence. There will be one discussion topic per unit (with the exception of Unit 1) so the assignments will be completed at different points during the term. The discussion topics will be presented to the class at the end of the class before the discussion is to take place (with the exception of the Unit 5 discussion which will be presented that day following viewing of a film). At the end of each discussion session, one or two groups will be randomly selected to present a short description of the main points that arose in their discussion to the rest of the class. This presentation will not be marked. It is simply meant as an informative process for the rest of the class.

Requirements

A goal of this course is to have students practice critical thinking about diverse origins of the field of psychology. Engaging in critical thinking facilitates your ability to clarify your personal views on the history of modern psychology (and any other topic). To encourage this process, each student will be required to write a reflection paper on **one** of the discussion topics. The paper should be a maximum of 3 pages (double spaced; 12 point font) in which you describe what you learned during the discussion. Rather than presenting your view before the discussion occurred, focus on discussing what you learned from other group members and how your ideas

were modified during the discussion (including if they were made stronger). The papers are due at the beginning of the class following the discussion.

Assessment

The papers will be evaluate according to a rubric for this assignment. In general, these include error-free writing, clarity of expression, and content that expresses what you learned from your group members about your own position. Think carefully about the timing for this assignment! Don't wait until the end of term to do the final discussion topic, particularly if you have other work piling up at that time.

Wikipedia Entry: Group Written Assignment (15%)

Due: Mar. 31st at the beginning of class

Topic

Students will work within their assigned groups to prepare a 5-10 page written document (double spaced using 12 point font) on a topic related to the history of modern psychology in Canada. Examples of a topic include the following: the contribution of a particular Canadian researcher to contemporary psychology; a scientific advance by a Canadian researcher or group or researchers that influenced the field; research or academic policies in Canada that influenced contemporary psychology, etc. Regardless of the specific topic, the discussion should incorporate information from the rest of the course so that the Canadian contribution is evaluated within a historical context. The paper should be formulated so that it can be used as a new entry or revision (e.g., an expansion) of an existing entry on Wikipedia. If the latter, include a copy of the original entry on a separate sheet and indicate how your revision should be incorporated into the current entry.

Requirements

Start planning for your assignment as soon as possible. It may be worthwhile to set up group meetings on a regular basis throughout the term. First, you will first need to select a topic. In doing so, check that you will be able to find the necessary resources to research your topic. If you have questions about this stage, contact the TA as soon as possible. He/she may be able to help you find the appropriate material. Then, you should discuss how the work will be divided up and what role individual members will play in putting together the final document. Be sure to agree on a timeframe for meeting specific goals as you proceed through the assignment.

Evaluation

Each member will evaluate the contribution of every other group member according to a marking rubric. The average of the mark assigned to you by other group members will constitute 5% of your mark. The remaining 10% of this mark will be based on the submitted assignment (all group members will receive the same mark for this portion of the assignment) using the criteria set out in the rubric.

Group Participation 5%

Due date : April 4th, 5 pm

Assessment

Each student will be asked to evaluate (confidentially) the contribution of the other members of their group using the assigned rubric. The evaluation will be based on participation in group discussions, debates, and other in-class activities such as preparation of test material. Students who do not submit all evaluations for group members by the due date will not be evaluated for this component of the course.

Final Exam 30%

Due date : Exam period

Evaluation

All students are required to write a 3-hour final exam that will be scheduled during the regular exam period at the end of the term. The exam material will be drawn, entirely, from the assigned textbook. The exam will include short answer (2-5 marks each) that can be answered in less than a paragraph and broader questions (8-10 marks) that will require a 3-4 paragraph response. Questions may include those that are written by groups during class or those written by the instructor. There will be choice for both short and long answer questions, but students will be required to answer at least one question from each unit of the course.