History of Psychology
Psychology 3000A
Summer 2015

Instructor: Deanna L. Forrester
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Office Hours: By appointment
Class Time: Tuesdays and Thursdays from 9:00 – 11:50am
Classroom: C640

Course Description:

In this class we are going to explore both the philosophical background to psychology as an academic discipline and the history of psychology as a field. We will examine the ideas of specific philosophers and schools of thought focusing on how they provided the foundation for later psychological thinking. We will try to uncover some of the historical events and colourful personalities that have affected the trajectory of psychology as a science and profession.

Topics will include ideas about the mind; key historical and social events that shaped the field; when and how psychology became a science; and the life histories of major contributors to the discipline. Although this class will be primarily lecture oriented—your thoughts, reflections, and questions will be essential in making this a worthwhile experience.

Course goals:

History of Psychology is a course of study exploring the foundations of the discipline by looking at the ideas of individuals who contributed to psychology as a social science.

One of the primary goals of this class is for students to learn the philosophical roots and historical events that have shaped the field of psychology. It is important for students to describe how historical trends and events have influenced the development of psychology as a scientific discipline. And to demonstrate an understanding of major questions that have driven psychological thought throughout its history.

A second goal of this course is for students to describe the key contributions of major figures in the history of psychology and be able to relate the major perspectives to the individuals who are responsible for articulating them.

And finally, a third goal of this course is for students to increase their ability to (a) think critically about the science of psychology, (b) analyze psychological theory, research, and practice in a historical context, and (c) develop ideas, critiques, and conclusions of their own.

Required Reading:
Malone, J. C. (2009) *Psychology: Pythagoras to present*. Cambridge, MA: The MIT Press.
ISBN: 9780262516570

Required disciplinary note
All students in the course are subject to the student discipline policy for academic and non-academic offenses in accordance with the University Calendar.

Grading:
The following ranges will be employed in assigning grades in this course:

A+	95 – 100	C+	67 – 69.9
A	90 – 94.9	C	64 – 66.9
A-	85 – 89.9	C-	60 – 63.9
B+	80 – 84.9	D+	56 – 59.9
B	75 – 79.9	D	50 – 55.9
B-	70 – 74.9	F	< 50

In accordance with the University of Lethbridge Calendar,
    A = Excellent
    B = Good
    C = Satisfactory
    D = Poor
    F = Fail

Evaluation:

1. Midterm tests - Each test will be worth 30% of final grade (60% in total)
Two in-class tests will consist of multiple-choice and/or fill-in-the-blank questions based on the lecture material, the reading material, the films and any classroom discussion. The tests are conceptually cumulative.
Test 1 – May 21st 30%
Test 2 – June 4th 30%

2. Final Exam OR Final Paper – Your choice worth 40% of final grade.

You may choose to write either a final in-class exam or to write a final term paper. You **must** select which type of final assessment you will be completing (either exam or paper) and **notify me by email before midnight on June 5th 2015.** If you do not email me your choice, I will choose for you and I will notify you by email of the selection that I have made.

Final Exam – June 16th - 40% of final grade
If you choose to write the final exam, it will be similar in format to the midterm exams. It will consist of multiple choice and/or fill-in-the-blank questions based on the lecture material, the reading material, and any classroom discussion. **The final exam will be cumulative**.

<u>End of Term Paper – Due June 16th by 12:00pm (noon) worth 40% of final grade</u>
If you choose to write a final term paper, then using one of the suggested topics, you will be expected to write a thoughtful paper as your end of term evaluation. You will be expected to follow APA format (yes, this is a psychology class) and you will be expected to use peer-reviewed sources to support your ideas. Your peer-reviewed sources should be properly cited and referenced. You are free to include any non-peer reviewed sources that you find useful (such as websites) but they too must be properly cited and referenced. Your paper must be double-spaced and you must use an APA approved 12 pt. font. I know this sounds picky, but it's just so much easier for me to read and therefore easier to mark.

Your term paper may be on either of the following topics:
1. Write a paper on a historical figure that we did not discuss in class.
>   Choose an interesting person in the history of psychology and write a paper about them. Your paper might focus on many different elements of the individual's life, such as their biography, professional history, theories, or influence on psychology. While this type of paper may be historical in nature, there is no need for this assignment to be dry or boring. Psychology is full of fascinating figures rife with intriguing stories and anecdotes.

2. **Analyze a famous experiment that we did not discuss in class** (It is in your best interest to NOT write about the Stanford Prison 'Experiment' as my bias with respect to this 'experiment' is strong and not favourable)
>   There have been many fascinating and groundbreaking experiments throughout the history of psychology and they should provide you with ample material to write an interesting term paper. In your paper, you might choose to summarize the experiment, analyze the ethics of the research, and/or evaluate the implications of the study.

3. If you have an idea for a paper that you'd like to write I'm open to suggestions…just let me know and we can talk about it.

IMPORTANT*** The end of term paper is due, by email, by 12:00pm (noon) on Tuesday June 16th 2015. <u>Only electronic copies</u> of papers will be accepted. <u>No late papers will be accepted </u>unless <u>prior</u> approval is granted by the instructor.

<u>As per the University Calendar:</u>
Students can write missed tests if they provide documentation from a doctor stating that they were ill on the day of the quiz or test and that their performance would have been seriously affected by this illness. Students can hand in an assignment late without penalty if they were ill for the entire week prior to the assignment being due and their doctor's note states this and that their performance would have been seriously affected by this illness. If a student was the exclusive caregiver of a family member that was ill, then they must provide a doctors note stating this. Documentation must have the doctor's name, address and phone number. Non-medical reasons for missed tests (i.e., a death in the family) must also be supported with appropriate documentation.

Students with Disabilities
If there are circumstances that affect your ability to participate in the classroom and/or in any type of assignment or exam, please let me know by the second class period, so we can find ways to accommodate your learning needs. Alternative assignments and/or exam arrangements can be made for students with a registered disability. Contact the U of L Disabilities Resource Office for more information (disabilities@uleth.ca, 403-329-2766, B760 University Hall) or visit their website http://www.uleth.ca/ross/disabilities/

With respect to these and other personal issues, students should contact the instructor directly <deanna.forrester@uleth.ca> and the appropriate accommodations will be made.

BONUS: Extra Credit for Research Participation

Students have an opportunity to add up to 3% bonus points ("study credits") to their overall grade in this course by participating in active research of Psychology Department faculty members. This participation allows you to gain personal experience in psychology research projects, provides an opportunity to witness what goes on in the psychology labs, and introduces you to senior undergraduate and graduate students conducting their own research projects. Available studies will be listed and described on the Sona System at: http://psychleth.sona-systems.com.

Your username will be sent to your U of L email account by the departmental Administrative Assistant after add/drop just prior to May 11. Calls for volunteers to assist in these projects will be made throughout the semester, you will need to sign up using the sona system. Each project usually requires one hour or less of your time, but this will depend on the individual research project. In recognition of your time and the fact that you are learning about the discipline of psychology beyond what you acquire in the classroom setting, an extra credit of 1% to 2% per study in which you participate will be added to your course grade. Note that there is no guarantee that all students who wish to participate will be able to achieve the maximum extra credit. As these are bonus points, students who choose not to participate are not disadvantaged. Because research studies start at various points throughout the semester, additional projects that were not originally listed may show up, so be sure to check the system periodically. The last date to participate in research studies is June 19, 2015. If you experience problems with the Sona System, or have questions about participating in research projects, please contact Leanne Wehlage-Ellis at wehlage@uleth.ca.

Note: if you have completed a study or survey in prior semesters you may not sign up for those particular ones. You may not do a study or survey twice or sign up for the same study/survey if you are in multiple classes in a particular semester.   If there is duplication you will be deducted credits and your accounts made inactive.